La Porte Independent School District

La Porte Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

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

Vision

Our vision is to develop tolerant and resilient learners.

A La Porte ISD graduate is:

Bulldog Proud...

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

Prepared...

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

A *Citizen...*

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

An *Explorer…*

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

A *Producer…*

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte Elementary is the oldest of the seven elementary schools in the La Porte Independent School District. The original school was established in 1940, but the existing building was constructed in 1999. Current campus enrollment is comprised of 530 Prekindergarten through Fifth grade students, which includes 1 class of Headstart (served at the La Porte Headstart Center in cooperation with Harris County Department of Education) as well as 1 SAIL (Social, Academic and Interpersonal Learning) classroom. We have 4 sections of Prekindergarten (in addition to Headstart) through 4th grade and 3 sections of 5th grade. Our Prekindergarten through 2nd grade classrooms are self-contained, while our 3rd through 5th grade classrooms are departmentalized.

La Porte Elementary has a dedicated and highly qualified team composed of 37 professional staff members, including 3 interventionists, 1 counselor, 1 nurse and 2 campus administrators. The years of experience of our professional staff ranges from 0 to 35 years, with the majority having between 10 – 20 years of experience. In addition to the professional staff, La Porte Elementary employees an additional 15 staff members in paraprofessional roles, including our registrar and the principal's secretary. The years of experience of our paraprofessional staff ranges from 0 to 22 years.

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

For the 2021-2022 school year, La Porte Elementary's mobility rate was 17% which is significantly above the district rate of 12.6% and the state rate of 13.8%. La Porte Elementary's attendance rate was 91.96% which is the same as the district, but slightly below the state rate of 98.3%.

Our current economically disadvantaged rate of 80% continues to qualify La Porte Elementary as a Title 1 campus.

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

	STUDENTS				STAFF (Pro./Para)	
	19-20 (Feb. BR)	20-21 (Sept. BR)	21-22 (May 26, 2022)		20-21	21-22
Total Enrollment	527	457	542		52 (37/15)	52 (37/15)
Ethnicity/Race						
Hispanic	53.8%	59.7%	292/53.8%		13.5%/60%	18.9%40%
Non-Hispanic	46.1%	40.2%	250/46.1%		86.4%/40%	81%/60%
White	80.0%	80.7%	407/75.1%		83.7%/86.7%	91.9%73.3%
African American	20.1%	19.2%	123/22.7%		13.5%/13.3%	5.4%/20%

	STUDENTS				STAFF (Pro./Para)	
American Indian	3.6%	3.5%	13/2.4%		0%/0%	2.7%/6.7%
Asian	.7%	1.5%	9/1.7%		2.7%/0%	2.7%/0%
Pacific Islander	.3%	.4%	2/.4%		0%/0%	0%/0%
Student Groups						
English Learners	6.6%	5%	30/5.5%			
Eco Dis	79.3%	61.7%	401/74.7%			
Special Education	12.7%	10.2%	78/14.4%			
Section 504	~	~	11/2.0%			
Gifted and Talented	5.1%	4.3%	36/6.6%			
At Risk	~	~	116/21.4%			

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

Degrees	Count	Percentage
Bachelor's Degree	26	70.2%
Master's Degree	11	29.7%
Doctoral Degree	0	0%
Total	37	100%
Certifications	**Count**	**Percentage**
BIL	1	2.7%
ESL	17	45.9%
GT	3	8.3%
LPISD GT 30 Hours	28	77.8%

Demographics Needs:

- High economically disadvantaged rate
- High Mobility Rate
- Percentage of student identified as GT (3.6%) is below the state average (6%)
- Lack of equality in race and ethnicity between students and staff
    - Specifically, Hispanic, Non-Hispanic, White and African American
- Less then 50% of professional staff are ESL Certified (goal is 90%)

Demographics Strengths

- Rich diversity of students
- Multi-generational families indicates that community is invested in the culture of La Porte Elementary
- Highly trained teachers
  - Almost 30% of our professional population has a Master's Degree
- Stable staff with low turnover
  - Addition of 5 new professional staff members due to three added positions, one resignation and one teacher retirement
- Strong Interventionists

Student Learning

Student Learning Summary

Due to La Porte Elementary's sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses were labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year. Accountability Ratings and Distinction Designations were not given in the 2020-2021 school year as all Texas schools were once again labeled *Not Rated: Declared State of Disaster.* Referring back to the last TEA rating (2018 – 2019), La Porte Elementary met TEA standards, receiving an 'A' (92) in the Texas Education Agency 's 2019 accountability ratings.

Accountability ratings were back in effect for the 2021-2022 school year. La Porte Elementary once again met TEA standards, receiving an 'A' rating (94) in the Texas Education Agency 's 2022 accountability ratings. Distinctions were earned in the areas of Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.

The following table shows LPE's STAAR Data from 2019 – 2022, all performance levels, all grades tested.

	2019			2020	2021			2022		
	Approaches	Meets	Masters	No Test Given	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	85%	55%	29%		81%	47%	21%	85%	51%	25%
Math (3rd - 5th)	87%	62%	35%		82%	54%	28%	85%	50%	24%
Reading (3rd - 5th)	85%	53%	28%		78%	43%	20%	86%	53%	26%
Science (5th)	83%	52%	27%		89%	57%	20%	84%	60%	24%
Writing (4th)	80%	38%	9%		77%	28%	8%	NA	NA	NA

The following table shows LPE's 2022 Math STAAR Data, by grade, by performance level.

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

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

	2017	2018	2019	2020	2021	2022
3rd Grade Math	88%	86%	77%	No Test Given	72%	76%
4th Grade Math	88%	90%	82%		86%	89%
5th Grade Math	99%	96%	98%		91%	93%

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

- With a slight increase in scores this year, it is possible that intense interventions and focus on Tier 1 instruction in 2nd and 3rd grade are closing the gaps in instruction related to the COVID 19 pandemic.
- There is a noticeable increase in the 4th grade Math Data from 2019 to 2022. Possible cause could be the intense, focused intervention that resulted from the knowledge gaps related to the COVID 19 pandemic.
- There is a noticeable decrease in the 5th grade Math Data from 2019 to 2021. Possible causes could include gaps in instruction related to the COVID 19 pandemic and the move from 2 administrations in 5th grade in 2019 to 1 administration in 5th grade in 2021.
- There is a alight increase in 5th grade math scores in 2022, it is possible that intense interventions and focus on Tier 1 instruction this year supported closing the gaps in instruction related to the COVID 19 pandemic. The 5th grade cohort group, showed a significant increase from 86% in 2021 (4th grade) to 93% in 2022.

The following table shows LPE's 2022 Reading STAAR Data, by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Reading	85%	51%	24%
4th Grade Reading	82%	49%	18%
5th Grade Reading	89%	58%	35%

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

	2017	2018	2019	2020	2021	2022
3rd Grade Reading	76%	76%	80%	No Test Given	73%	85%
4th Grade Reading	73%	75%	82%		80%	82%
5th Grade Reading	84%	86%	91%		81%	89%

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

- Prior to the COVID 19 pandemic, La Porte Elementary had shown consistent growth in reading scores at all grade levels and at all Performance Levels.

- There was a noticeable increase for all grade levels at the Approaches level from 2021 to 2022, with a significant increase in Masters level for 3rd grade, from 12% in 2021 to 24% in 2022.

The following table shows LPE's 2022 5th grade Science STAAR Data, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
5th Grade Science	83%	54%	24%

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

	2017	2018	2019	2020	2021	2022
5th Grade Science	65%	81%	83%	No Test Given	87%	83%

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

- La Porte Elementary continues to show a growth in science scores at all Performance Levels from 2017 to 2021, with a slight decrease in the Approaches level (87-83%) and slight increase in the Masters level (21-24%) for 2022 performance.

The following tables shows LPE's 2021 - 2022 EOY BAS comparison data for Kindergarten through 2nd grade.

All Students	Kindergarten			1st Grade			2nd Grade		
	Does Not Meet	Meets Exp.	Exceeds Exp.	Does Not Meet	Meets Exp.	Exceeds Exp.	Does Not Meet	Meets Exp.	Exceeds Exp.
2020-2021	25%	59%	16%	38%	40%	22%	35%	54%	11%
2021-2022	33%	27%	40%	10%	33%	57%	24%	19%	57%

The analysis of scores for all students reveals the following:

- There is a significant increase in the percentage of students below Meet Expectations when comparing Kindergarten data to 1st and 2nd grade data. Possible causes could be the establishment of a solid foundation established in Kindergarten and the increase in rigor/comprehension from kindergarten to 1st and 2nd grade.
- When comparing grade levels from year to year, there is a significant increase in the percentage of students not meeting grade level expectation in Kindergarten (25%-33%) while there was a significant decrease in the percentage of students in 1st (38%-10%) and 2nd (35%-24%) grade not meeting expectations.

The following tables shows a comparison LPE's 2021-2022 MAP data from Winter to Spring for each grade level (2nd – 4th, Reading and Math, 1st, Math Only), indicating the percent of students performing in the 41st percentile and above.

2021-2022 Winter MAP Math 1st Grade	2021-2022 Spring MAP Math 1st Grade
Percent	Percent
76%	86%

2021-2022 Winter MAP Reading 2nd Grade	2021-2022 Spring MAP Reading 2nd Grade		2021-2022 Winter MAP Math 2nd Grade	2021-2022 Spring MAP Math 2nd Grade
Percent	Percent		Percent	Percent
61%	66%		64%	63%

2021-2022 Winter MAP Reading 3rd Grade	2021-2022 Spring MAP Reading 3rd Grade		2021-2022 Winter MAP Math 3rd Grade	2021-2022 Spring MAP Math 3rd Grade
Percent	Percent		Percent	Percent
64%	67%		62%	65%

2021-2022 Winter MAP Reading 4th Grade	2021-2022 Spring MAP Reading 4th Grade		2021-2022 Winter MAP Math 4th Grade	2021-2022 Spring MAP Math 4th Grade
Percent	Percent		Percent	Percent
56%	74%		66%	63%

2021-2022 Winter MAP Reading 5th Grade	2021-2022 Spring MAP Reading 5th Grade		2021-2022 Winter MAP Math 5th Grade	2021-2022 Spring MAP Math 5th Grade
Percent	Percent		Percent	Percent
70%	69%		76%	78%

An analysis of the comparison of 2021-2022 Winter to Spring MAP data for 1st grade (math only) and 2nd to 5th grade (Reading and Math) reveals the following:

- All grades and subjects tested showed growth from Winter to Spring with the exception of 2nd grade Math, 4th grade Math, and 5th grade Reading which all showed a slight decrease,
- All data remains relatively stable from Winter to Spring with the exception of 1st grade Math and 4th grade Reading which all showed a significant increase from Winter to Spring.

The following table shows the data from LPE's 2021-2022 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	# of EB Sts.	Beginning	Intermediate	Advanced	Adv. High	Regressed	Maintained	Progressed
Kindergarten	2	1	0	1	0	NA	NA	NA
1st Grade	0	0	0	0	0	NA	NA	NA
2nd Grade	5	0	0	3	0	1	2	2
3rd Grade	4	0	0	2	2	0	2	2
4th Grade	6	0	1	4	1	0	5	1
5th Grade	5	0	0	4	1	1	1	3

An analysis of the comparison of 2021 – 2022 TELPAS Composite Ratings reveals the following:

- Out of the 4 students with a Composite TELPAS Rating of Advanced High, 1 student met the qualification for reclassification, while the other 3 students did not score Advanced High in all four domains of Listening, Speaking, Reading, and Writing.
- 8 students improved their overall composite score by 1 level from the previous year.
- The 2 students who scores showed regression, moved from a Composite Advanced High to Advanced. Both students regressed on their Speaking score, causing the Composite score to decrease a level.

The following table shows LPE's 2021-2022 Wave 3 data for Circle Progress Monitoring (Prekindergarten):

Measure	On Track 2021	On Track 2022
Rapid Vocabulary: Overall Measure	51%	45%
Phonological Awareness: Overall Measure	68%	81%
Math: Overall Measure	78%	85%
Letter-Sound Correspondence	92%	97%
Story Retell and Comprehension	89%	95%
Book and Print Knowledge	77%	75%
Social Emotional Behaviors: Overall Measure	88%	82%
Early Writing Skills	89%	92%
Speech Production and Sentence Skills	91%	85%
Motivation to Read	86%	83%

An initial analysis of the 2021 Wave 3 Circle Progress Monitoring is used as a baseline for comparison(Prekindergarten) to 2022 data and reveals the following:

- Our students have a strength (above 85%) in Letter-Sound Correspondence, Story Retell and Comprehension, Social Emotional Behaviors, Early Writing Skills, Speech Production and Sentence Skills and Motivation to Read. These are consistent areas of strength from 2021 to 2022 data, with all areas continuing to improve with the exception of Speech Production and Sentence Skills and Motivation to read.
- Rapid Vocabulary continues to be an area of concern at 51% in 2021 and 45% in 2022.
- Phonological Awareness and Math were previous concerns, and both areas showed significant improvement from 2021 scores to 2022 scores.
- Book and Print Knowledge continues to be an area of concern with 77% in 2021 decreasing to 75% in 2022.

The following table shows LPE's 2021 and 2022 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	On Track 2021	On Track 2022
Vocabulary: Overall Measure	58%	75%
Letter Names	98%	75%
Spelling: Overall Measure	98%	77%
Letter Sounds: Overall Measure	59%	66%
Blending: Overall Measure	72%	82%
Decoding: Overall Measure	56%	71%
Listening Comprehension: Overall Measure	58%	90%
Math: Overall Measure	64%	64%
Science: Overall Measure	100%	100%
Social Emotional Competence	92%	92%

The 2021 data is being used as a baseline for comparison analysis with the 2022 Wave 3 Texas Kindergarten Entry Assessment and reveals the

following:

- Listening Comprehension (90%), Science (100%), and Social Emotional Competence (92%), with Listening Comprehension increasing significantly from 2021.
- Letter Sounds, Decoding, and Math are all areas of concern at under 75%, although Letter Sounds and Decoding were both areas of significant growth from 2021 to 2022.
- Letter Names and Spelling decreased significantly from 2021 to 2022.

The following table shows LPE's 2021 and 2022 Wave 3 data for TPRI (1ˢᵗ grade)

Measure	Developed 2021	Developed 2022
SCr-4 Word Reading	82%	92%
Blending Word Parts	91%	80%
Blending Phonemes	100%	60%
Deleting Initial Sounds	40%	40%
Deleting Final Sounds	44%	40%
Initial Consonant Substitution	100%	80%
Final Consonant Substitution	82%	80%
Middle Vowel Substitution	90%	80%
Initial Blending Substitution	78%	20%
Blends in Final Position	57%	33%
Word Reading 1	95%	98%
Word Reading 2	95%	95%
Word Reading 3	86%	92%
Word Reading 4	86%	91%
Fluency – Bananas	60%	83%
Accuracy – Bananas	95%	95%
Fluency – The School Fair	50%	60%
Reading Comprehension – The School Fair	71%	83%
Accuracy Level – The School Fair	85%	89%

The comparison analysis of the 2021 and 2022 Wave 3 data for TPRI (1ˢᵗ grade) reveals the following:

- Our students have a strength (above 85% developed) in SCr-4 Word Reading, Word Reading 1-4 and Accuracy (Bananas and The School Fair).
- Deleting Sounds (Initial and Final), Blending Phonemes, Initial Blending Substitution, Blends in Final Position and Fluency (Bananas and The School Fair) are all areas of concern at or under 60% developed.
- Blending phonemes was a strength (100%) in 2021, decreasing to 60% in 2022, which is a significant concern.

Student Learning Needs

- STAAR 3rd grade Math Approaches scores continue to be our lowest achievement area at 76%.
- According to STAAR, all students, our White student group and our current Special Ed student groups did not meet their federal target in Academic Achievement Status in Math.
- According to BAS data, there is an increase in percentage of students below Meet Expectations when comparing Kindergarten data to 1st and 2nd grade data from the 2021 to the 2022 school years.
- According to TELPAS data, a large percentage of EB students who scored below Advanced High on their TELPAS Composite Rating DID NOT improved from the prior year used in determining EB Proficiency.
- According to the CLI Engage Assessment, vocabulary development is an area of concern for PK while Letter Sounds and Math are a concern for Kindergarten. Deleting and Blending Sounds and reading fluency is an area of concern for 1st grade.
- Continue to address learning gaps that exist as a result of the interruptions in learning and instruction that continue to be a factor due to the COVID 19 pandemic.

Student Learning Strengths

- According to STAAR data, there is a noticeable increase in 4th grade math data from 2019 to 2022 as well a noticeable increase in both the 4th grade and 5th grade cohort's Math data from 2021-2022.
- A comparison of Winter to Spring MAP Math data shows a significant increase in 1st and 3rd grades.
- According to STAAR data, La Porte Elementary continues to show a growth in science scores at the Meets and Masters Performance Levels from 2021 to 2022.
- According to BAS data, there is a significant increase in the percentage of students ending the year above the expected BAS level for Kinder, 1st, and 2nd grades.
- According to the CLI Engage Assessment, letter/sounds correspondence, story retell and early writing skills are a strength for PK while Listening Comprehension, Social Emotional Competence, and Science are strengths for Kindergarten. Word reading is an area of strength for 1st grade.

School Processes & Programs

School Processes & Programs Summary

La Porte Elementary continues to maintain a stable staff, with very little teacher turnover. All teachers are highly qualified and placed in positions according to their strengths. With the addition of 1 SAIL classroom teacher (new program to our campus), 3 classroom teachers due to increased projected enrollment, 1 teacher retirement, and 1 teacher leaving the profession, we added six new teachers to our staff. Additionally, with the move of our Assistant Principal to the Principal position, we added 1 new Assistant Principal.

Our staff is committed, not only to the growth of their students, but to their professional growth as well. Through the use of Power Walks, T-TESS Walk Throughs and observations, Checkpoint Data Analysis as well as periodic professional learning discussions, teachers were able to collaborate with team members as well as campus administrators to identify areas of strength as well as areas for growth. Throughout the year, staff were able to set long and short term goals in a manner that focused on continuous improvement for all. In addition, additional support was given to all staff members to support their personal well-being during the pandemic to include specific professional development days dedicated to self-care. Continued support in the area of implementing the HMH curriculum as well as integrating writing and reading to meet the needs of STAAR 2.0 were identified for the upcoming year. Additional areas for professional development that were identified include vertical alignment in math and reading as well as additional training in utilization of Mimeo Pads and our new document cameras. Support for implementation of Summit K12 was also identified as a need.

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

To help support our efforts to implement RtI with fidelity and to meet the identified needs of our students, La Porte Elementary also has a wide variety of programs in place that are geared specifically to providing targeted assistance to ALL students in an effort to increasing content knowledge and cognitive strategies. These programs include three full time campus interventionists who provide tiered support in math and reading as well as dyslexia instruction. We also have a special education team, including 1 self-contained SAIL teacher, 3 SAIL paraprofessionals, 1 resource teacher and 2 inclusion paraprofessionals that provide the necessary support to our special education population in accordance with their individualized education plan (IEP). We employ four retired teachers who provided daily in school tutoring to general education students in need of additional assistance. Our classroom teachers provide additional support through small group instruction during class as well as after school tutoring opportunities. Second through fifth grade students who attend our after-school program through CIS/ACE also receive additional tutoring through this program. In addition to being taught by a certified ESL teacher who consistently implements the English Language Proficiency Standards (ELPS) our 2nd - 5th grade Emergent Bilingual students also received weekly support through the Summit K12 program. For our students labeled as gifted and talented, we provide a bi-weekly pull out program designed to meet their needs in the areas of critical and creative thinking. GT certified teachers provide additional enrichment during daily lessons and activities. In addition, we offer a wide variety of

enrichment opportunities for the entire student population through participation in STAR Jobs, Star Base, Robotics, and UIL. These opportunities benefit our students by allowing them to expand their thinking and applying classroom knowledge in a nontraditional setting. In an effort to meet the social, physical, emotional and cognitive needs of our students, La Porte Elementary also provides support to students and teachers through Emotional Backpack training as well consistent use of the Character Strong Program. In addition to providing mentors as needed, our counselor, as well as classroom teachers as appropriate, promote the use of Restorative Practices to address social/emotional issues that arise during the year.

La Porte Elementary continues to strive to create a blended learning environment that incorporates the 21st century skills of communication, collaboration, and problem solving into our everyday instruction. In order to accomplish this, we have moved to a 1 to 1 student-technology ratio with laptops available for all 3rd-5th grade students. An abundance of iPads are available for Pk-2nd graders as well as some student laptops. We continue to need to increase the availability and implementation of cutting-edge technology to provide more creative opportunities for student to interact with technology, thereby increasing student engagement.

Student Processes and Programs Needs:

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

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

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

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

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

Although the results of the student surveys are a little less consistent than the staff and parent surveys, approximately 80% of our students enjoy school and feel like safe in our school environment. The common theme among students' response was that our teachers were caring, kind, nice and fun. While 78% of our students feel they have an adult at school they can trust, only half of our students feel they are treated fairly all the time (47% say they are treated fairly sometime and only 3% say they are not treated fairly). Similarly, 35% of our students feel like problems are resolved in a timely manner while 48% say problems are sometimes resolved in a timely manner. However, 16% of students surveyed say that problems are not addressed in a timely manner. Although there was a wide variety of suggestions by students to make LPE a better place, the majority of those suggestions centered around longer recess, longer time in

gym and better food in the cafeteria.

La Porte Elementary utilizes a variety of formats to communicate information and events with our school community, including emails, monthly newsletters, school wide call outs and text messaging using the Remind App, and school/classroom websites. This year we held an Open House/Title 1 Meeting, Veteran's Day program, Literacy Night and STEM Night, Winter Wonderland, Award ceremonies, Parent Conferences, and Leopard of the Month Celebrations.

We have established a Parent Teacher Organization (PTO) and are communicating with parents in order to continue growing membership. We are fortunate to have a wide variety of support from community businesses, groups and individuals with donations of money, school supplies, and clothing, to help support our students and staff. In addition, our school has several community programs that promote healthy student and family relationships, including Backpack Buddies by Houston Food Bank and Community Partners along with Stranger Danger and Bullying lessons with Officer Stanley. In addition, in order to create a safe learning environment for our students, we followed the Standard Response Protocols, conducting consistent drills to practice our safety plan. Officer Stanley along with several of our School Resource Officers also help to promote safety by visiting the campus and conducting safety walk throughs throughout the year.

Perception Needs:

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

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize vertically aligned resources, including but not limited to, Envision Math (textbook and software), HMH Reading, Every Day Counts (K-2), Fountas and Pinnell Guided Reading, Rigby Readers, Study Island, IXL, Flocabulary, Spelling City, Xtra Math, Countdown to STAAR (3rd - 5th Math, Reading, Writing and Science), and STAAR Masters (3rd - 5th Math, Reading, Writing and Science). Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Digital resources to support curriculum - 211 Title I, Part A - $10,000, Reading materials to support curriculum - 211 Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Utilize instructional materials, including, but not limited to, manipulatives, books, and technology devices, specifically designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth. **Staff Responsible for Monitoring:** Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Materials to support EBs - 263 Title III, LEP - $540, Instructional Materials - 211 Title I, Part A - $8,689, Reading Materials to support EBs - 263 Title III, LEP - $540				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Increase the performance of all student groups in 3rd - 5th grade in all subjects on the 2022- 2023 STAAR assessments to 90% Approaches, 60% Meets and 30% .

High Priority

HB3 Goal

Evaluation Data Sources: 2023 STAAR Data

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

Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly Leopard Talk Time (PLC) with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Through successful implementation of targeted interventions and monitoring progress with fidelity, students will make or exceed expected academic growth. **Staff Responsible for Monitoring:** Teachers Interventionists Counselor Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing Tiered Instruction and Enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2022 - 2023 STAAR assessments. **Staff Responsible for Monitoring:** 3rd - 5th grade Teachers Interventionists Tutors Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Retired Teacher Tutoring - 211 Title I, Part A - $53,600, Interventionist - 211 Title I, Part A - $29,566, Teacher Tutoring - 211 Title I, Part A - $5,000, Social Security - 211 Title I, Part A - $1,100, Worker's Compensation - 211 Title I, Part A - $850, TRS - 211 Title I, Part A - $3,350, Group Health/ Life - 211 Title I, Part A - $2,000, Employee Assist Program - 211 Title I, Part A - $5				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide professional development opportunities for teachers that are aligned to student and staff needs in order to strengthen our Tier 1 instruction, provide just in time intervention and develop innovative instructional strategies that engage all students in their learning.	**Nov**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing professional development that is aligned to student and staff need, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic progress. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Increase the performance of all student groups on BAS in grades K-2 so that 85% are performing on or above grade level according to district criteria.

    Evaluation Data Sources: 2022-2023 BAS Results (BOY and EOY)

Strategy 1 Details	Reviews			
Strategy 1: Conduct bi-monthly Leopard Talk Times with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth on the EOY BAS.
     Staff Responsible for Monitoring: Teachers
 Interventionists
 Counselor
 Principal
 Assistant Principal
 	
     TEA Priorities:
 Build a foundation of reading and math
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Provide specific Tier 1, Tier 2 and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd grade during the school day.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By providing specific tiered instruction and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY BAS.
     Staff Responsible for Monitoring: Teachers
 Interventionists
 Tutors
 Principal
 Assistant Principal
 	
     TEA Priorities:
 Build a foundation of reading and math
  - ESF Levers:
 Lever 5: Effective Instruction
 Funding Sources: ESSER Interventionist - 282 ARP ESSER III - $76,643				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities for teachers specifically in the areas of utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments to drive instruction, implementing guided reading/writing based on student need, and utilizing reading instructional strategies specifically designed for students who exhibit characteristics of students with dyslexia.	Formative			Summative
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By providing professional development opportunities in the areas of implementing guided reading, utilizing targeted reading strategies. and utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments, students will make or exceed expected academic growth on the EOY BAS. **Staff Responsible for Monitoring:** Teachers Interventionists Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

    Evaluation Data Sources: 2022 - 2023 MAP Data (BOY and EOY)

Strategy 1 Details				Reviews			
Strategy 1: Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP.
    Staff Responsible for Monitoring: Teachers
Interventionists
Counselor
Principal
Assistant Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction							

Strategy 2 Details				Reviews			
Strategy 2: Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP (1st Grade Math Only).
    Staff Responsible for Monitoring: Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 5: Increase the performance of our students identified as Emergent Bilingual, 70% will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2022 TELPAS scores.

    Evaluation Data Sources: 2023 TELPAS data

Strategy 1 Details				Reviews			
Strategy 1: Provide weekly practice (a minimum of twice a week) for EB students in the area of listening, speaking and vocabulary development through the use of online tools such as Summit K12.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By allowing students to practice listening, speaking and vocabulary through the use on online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS.
    Staff Responsible for Monitoring: Assistant Principal (Campus LPAC Coordinator)
    Teachers
 	
    TEA Priorities:
    Build a foundation of reading and math							

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

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

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

Evaluation Data Sources: Campus Crisis Drill Debriefings
Safety Walk Throughs (Office Stanley/Administrative)
Staff, Student and Parent EOY Surveys

Strategy 1 Details				Reviews			
Strategy 1: Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol) , and Navigate 360 including the initial training as well as periodic updates.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of staff will be trained and all staff/students will remain safe while in the school environment. 100% of staff will utilize the Navigate 360 App (on a personal device OR a school Ipad) to respond to drills. **Staff Responsible for Monitoring:** Principal Assistant Principal							
Strategy 2 Details				Reviews			
Strategy 2: Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year (i.e.: Secure, Lockdown, and Shelter in Place), utilizing Navigate 360 to document and respond to all drills. We will debrief after each drill in an effort to improve our procedures.				**Formative**			**Summative**
				Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By conducting emergency drills our staff and students will be prepared for emergency situations. **Staff Responsible for Monitoring:** Principal Assistant Principal							
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

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

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

    High Priority

    Evaluation Data Sources: PEIMS Data

Strategy 1 Details		Reviews			
Strategy 1: Communicate and provide a variety of incentives for attendance each six weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By sharing incentive plans with families and students, student attendance will increase because students will want to come to school.		**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Registrar **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Results Driven Accountability**					
Strategy 2 Details		Reviews			
Strategy 2: Hold phone and in-person conferences with parents of students with excessive absences.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By sharing the importance of attendance and working with parents on district attendance policies, parents will make students attend school on a regular basis.		**Nov**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Results Driven Accountability**					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Eschool Discipline Report
Student EOY Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide student anti-bullying lessons, peer mediation, restorative circles and Character Strong character education guidance lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By providing providing appropriate lessons and interventions, there will be a decrease in bullying and peer conflict as well as in improvement in peer interactions and social skills.
    Staff Responsible for Monitoring: Teachers
Counselor
 	
    ESF Levers:
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions such as Student of the Month, Positive Behavior Referrals, Proud Cards, and Goal Recognition.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Through the use of positive behavior supports and student recognition we will decrease negative behaviors and create a culture of positivity among all stakeholders.
    Staff Responsible for Monitoring: Teachers
Paraprofessional Staff
Counselor
Principal
Assistant Principal
 	
    ESF Levers:
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Establish a structured campus mentor program with scheduled daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.	**Nov**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By conducting systematic and purposeful check ins with students who are struggling with behavioral issues through a structured mentor program, we will build relationships and establish open and honest lines of communication with a desired effect of improving the students' social/emotional heath. **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Attract, develop and retain excellent staff.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Staff of the Month Parking Spot, Monthly Celebrations, GRIT School Board recognitions).	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: By celebrating the success of our staff, we will boost morale school wide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.
     Staff Responsible for Monitoring: All Staff
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional development (including colleague led) in the areas of curriculum and instruction, differentiation and behavior management through district collaboration, PLCs, vertical team meetings and staff meetings in order to address our needs and promote a learning environment.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.
     Staff Responsible for Monitoring: All Staff
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for staff to participate in at least one individualized Book Study, as well as individualized Professional Development geared towards creating a positive school culture/climate, establishing a student centered learning environment, meeting the needs of students who experience emotional poverty, meeting the behavioral needs of all students and developing and implementing innovative learning strategies.	Formative			Summative
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Through the use of individualized book studies and professional development, staff will be able to identify their specific need and access professional development designed to meet their need, thus improving their craft in a manner that will have a positively impact the work and learning environment for all stakeholders, ultimately resulting in continual progress for all students **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Obtain a family involvement rate of at least 40% by offering a variety of volunteer and family engagement opportunities at a variety of different times (day and night).

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

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of Family Nights/Events, such as:	**Formative**			**Summative**
Meet the Teacher	**Nov**	**Jan**	**Apr**	**June**
Title 1 Mtg./Open House				
Award Ceremonies				
Leopard of the Month				
Veteran's Day Program				
Male Role Model Event				
Female Role Model Event				
Family Literacy Night				
Family Math Night				
Winter Wonderland				
Enrichment Showcase				
College/Career Day				
Strategy's Expected Result/Impact: By providing a variety of events throughout the school year, both day and night, we will increase parent involvement in their child's education, thus promoting a strong home/school connection.				
Staff Responsible for Monitoring: All Staff Principal Assistant Principal				
Funding Sources: Family Involvement Food - 211 Title I, Part A - $900, Family Involvement Supplies - 211 Title I, Part A - $600				

Strategy 2 Details	Reviews			
Strategy 2: Provide at least 2 opportunities during the school year for school wide parent/teacher conferences.	Formative			Summative
Strategy's Expected Result/Impact: Through open and honest communication during parent/teacher conferences, parents will gain an awareness of the academic expectations and an understanding of how they can partner with the school to promote their child's academic success. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal	Nov	Jan	Apr	June

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

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 2: Increase parent communication and promote a positive home/school connection with all families.

> **Evaluation Data Sources:** Remind Reports
> School Messenger Reports
> School Website Hits
> Email Responses
> Parent EOY Surveys

Strategy 1 Details	Reviews			
Strategy 1: Consistent use of a variety of communication platforms to inform parents, such as:	**Formative**			**Summative**
Monthly Schoolwide Newsletter/Smore (include Counselor and Nurse's Corner) School Remind - a minimum of 10 messages throughout the year	**Nov**	**Jan**	**Apr**	**June**

School Messenger - a minimum of 10 messages throughout the year
Campus Website
Campus Marquee
Mass Emails (Principal)
Reminder Notes
Class Newsletters
Class Remind/DoJo
Teacher Websites
Social Media Platforms (i.e.: Twitter, Campus and PTO Facebook pages)
Parent Phone Contact
Parent Surveys
 	
    Strategy's Expected Result/Impact: By providing information through a variety of communication platforms, all families and the surrounding community will stay up to date on all school information, thus promoting a positive relationship between home, school and the community.
    Staff Responsible for Monitoring: Teachers
    Counselor
    Principal
    Assistant Principal
    Principal's Secretary				

Strategy 2 Details	Reviews			

Strategy 2: Ensure that all parent newsletters and major communications are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application.
 	
    Strategy's Expected Result/Impact: By providing communication in both English and Spanish, parents can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children.
    Staff Responsible for Monitoring: Principal
Assistant Principal
	Formative			**Summative**

	Nov	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

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

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

Evaluation Data Sources: Technology Device Inventory
Classroom Observations
Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: Purchase additional technology devices in an effort to increase student engagement and move toward a 1:1 student to device ratio.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By increasing the number of available technology devices, students will be able to consistently use innovative technology applications to enhance their learning, thereby increasing student performance. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Technology Devices - 211 Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Utilize campus staff, district instructional technologists and bi-monthly Technology Tips to provide professional development in the use of the technology applications that provide ways for teachers a way to track student progress and create more student centered learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will be able to track student progress while students will use innovative technology applications to enhance their learning, thereby increasing student performance. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Instructional Technologists **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
Mindy Galvan	Interventionist	Title I	.3950

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading materials to support curriculum		$5,000.00
1	1	1	Digital resources to support curriculum		$10,000.00
1	1	2	Instructional Materials		$8,689.00
1	2	3	Employee Assist Program		$5.00
1	2	3	Teacher Tutoring		$5,000.00
1	2	3	TRS		$3,350.00
1	2	3	Interventionist		$29,566.00
1	2	3	Retired Teacher Tutoring		$53,600.00
1	2	3	Social Security		$1,100.00
1	2	3	Worker's Compensation		$850.00
1	2	3	Group Health/ Life		$2,000.00
4	1	1	Family Involvement Food		$900.00
4	1	1	Family Involvement Supplies		$600.00
5	1	1	Technology Devices		$5,000.00
				Sub-Total	$125,660.00
			263 Title III, LEP		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Materials to support EBs		$540.00
1	1	2	Instructional Materials to support EBs		$540.00
				Sub-Total	$1,080.00
			282 ARP ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	ESSER Interventionist		$76,643.00
				Sub-Total	$76,643.00