

La Porte Independent School District
La Porte High School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

La Porte High School will ensure post-secondary success for all students by creating a positive culture and cultivating high levels of learning.

Vision

We believe the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community.

We envision a school in which staff:

- * Seeks research-based teaching strategies through collaborative teams that will ensure students will learn at high levels on a continuous basis.
- * Maintains high standards and enforces rules governing staff/student conduct, creating a safe and orderly environment for learning.
- * Creates a positive culture by modeling expected outcomes and behaviors, producing a climate of high expectations for success.
- * Provides feedback and celebration to students for reaching their goals through monitoring of each student's progress on a frequent basis.
- * Provides students with insight to explore post-secondary options.

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	15
Perceptions	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	21
Goal 2: Provide a safe, secure and disciplined learning environment	37
Goal 3: Attract, develop and retain excellent staff	42
Goal 4: Promote family engagement and active involvement of the community in the education of our students	44
Goal 5: Ensure and demonstrate efficient and effective use of district resources	45
Title I Personnel	46
Plan Notes	47
Campus Performance Objective Committee	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte High School is one of 12 campuses in the La Porte Independent School District. The school opened in 1959 and serves as the only comprehensive high school in LPISD. LPHS' enrollment, as of October 5, 2022 is 2077.

Hispanic	52.77%
White	35.24%
African American	8.14%
Asian	1.30%
American Indian	0.53%
Pacific Islander	0.14%
Two or More Races	1.87%

Student enrollment breakdown by group is as follows:

Economically Disadvantaged	44.56%
English Learner	10.01%
Special Education	10.01%
504	8.62%
At-Risk	38.50%
Homeless	1.00%

La Porte High School has retained a group of educators who are dedicated to meeting the academic, emotional, and physical needs of all students at LPHS. 100% of teachers are certified in the areas they teach and 100% of teachers and paraprofessionals are highly qualified.

LPHS has significant percentages of Eco Dis, EL, SPED, 504, At-Risk and Homeless Students. Instruction to meet the special needs of these students needs to be enhanced.

Demographic Needs:

- Our Special Education, 504, At-Risk, Homeless and English Learner populations require specific attention in order to prepare them for life after high school. We must continually focus on making sure that we monitor and adjust these programs to meet their unique and changing needs.

Demographics Strengths

Some of the most notable demographic strengths for La Porte High School are:

- Ethnic Diversity
- Supportive Community
- Highly Trained Staff

Student Learning

Student Learning Summary

La Porte High School was received a "B" accountability rating from the Texas Education Agency (TEA) for the 2021-2022 school year.

STAAR

This composite score is made up of three domains: Domain 1-Student Achievement, Domain 2-School Progress, Domain 3-Closing the Gaps.

Below is the 3 year comparison of Spring STAAR results. The percentages represent students who scored at Approaches/Meets/Masters Grade Level. The data indicates the following 4-Year trends:

English 1 - Student performance percentages have dropped in approaches, meets and masters.

English 2 - Student performance has remained relatively flat.

Algebra 1 - Algebra 1 remained flat from 2021 in the approaches category but did increase significantly in meets and masters. However, performance remains below 2019 levels and while not shown here significantly lower than 2018 levels.

Biology - Significant gains were made in approaches, meets and masters over the past year. However, the 4-year trend remains flat, but relatively strong.

US History - Performance decreased from 2021 to 2022 in approaches, meets and masters. 4-year trend is downward as well.

	% for 2019	% for 2021	% for 2022
English 1	63/50/8	65/47/6	61/43/5
English 2	66/50/3	70/53/5	66/49/4
Algebra 1	66/33/12	58/13/2	58/25/10
Biology	87/61/18	83/50/16	87/61/22
US History	95/79/44	94/75/47	89/70/36

The 2021-2022 STAAR scores include the performance levels of Masters, Meets, and Approaches. All 3 levels are considered to be passing. The Approaches category indicates that students are likely to succeed in the next grade or course with academic intervention. The meets category indicates that students have a high likelihood of success in the next grade or course by may still need some short-term targeted academic intervention. The Masters category indicates that students are well prepared for success in future courses in that specific discipline.

	Approaches	Meets	Masters
English 1	61%	43%	5%
English 2	66%	49%	4%
Algebra 1	58%	25%	10%

	Approaches	Meets	Masters
Biology	87%	61%	22%
US History	89%	70%	36%

Closing the Gaps

Several areas are being specifically targeted for improvement. These are identified in the Closing the Gaps report released by the Texas Education Agency. Below are the specific target areas and target groups with associated performance performance and target levels provided in that report.

Target Area	Target Group	Group Performance%	Group Target%
English/Language Arts-Academic Achievement	White	50	60
	Two or More Races	44	56
	Emergent Bilingual/English Learner	28	29
	Special Education (Current)	15	19
	Non-Continuously Enrolled	36	42
Mathematics-Academic Achievement	All Students	28	46
	African American	21	31
	Hispanic	25	40
	White	33	59
	Economically Disadvantaged	23	36
	Emergent Bilingual/English Learner	20	40
	Special Education	13	23
	Continuously Enrolled	30	47

Target Area	Target Group	Group Performance%	Group Target%
	Non-Continuously Enrolled	24	45
ELA Growth	White	62	69
	Economically Disadvantaged	59	64
	Emergent Bilingual/English Learner	56	64
	Special Education	50	59
	Continuously Enrolled	64	66
	Non-Continuously Enrolled	60	67
Mathematics Growth	All Students	49	71
	African American	45	67
	Hispanic	49	69
	White	50	74
	Economically Disadvantaged	46	68
	Emergent Bilingual/English Learner	59	68
	Special Education	47	61
	Continuously Enrolled	50	71
	Non-Continuously Enrolled	48	70
Graduation Rate	White	92.1/93.5	90
	Economically Disadvantaged	92.6/94.2	90

Target Area	Target Group	Group Performance%	Group Target%
	Special Education	78.7/78.7	90
English Language Proficiency	Emergent Bilingual/English Learner	27	36
Student Success	White	49	58
	Asian	58	73
	Emergent Bilingual/English Learner	33	37
	Continuously Enrolled	46	48
	Non-Continuously Enrolled	39	45

PSAT

All Sophomores and targeted Juniors are provided an opportunity to take the PSAT free of charge. In 2021, one targeted Junior qualified as a National Merit Scholar Semifinalist and is currently completing the application in an attempt to become a National Merit Scholar Finalist.

Sophomores

2020			2021		
Met Both	Met ERW	Met Math	Met Both	Met ERW	Met Math
16%	45%	17%	17%	50%	21%

Juniors

2020			2021		
Met Both	Met ERW	Met Math	Met Both	Met ERW	Met Math
55	82	55	70	100	70

TELPAS (Summary of Performance)

	9th Grade	10th Grade	11th Grade	12th Grade
Beginner	6%	9%	0%	3%
Intermediate	45%	47%	50%	33%
Advanced	27%	40%	33%	52%
Advanced High	19%	4%	13%	12%

SAT

La Porte High School participates in SAT School Day and provides all Juniors the opportunity to take the SAT free of charge.

2021			2022		
Met Both	Met ERW	Met Math	Met Both	Met ERW	Met Math
20%	50%	21%	12%	37%	14%

AP School Summary

Overall, La Porte High School had a decrease in its numbers of AP Scholars during the 2021 school year. 17 students qualified as AP Scholars; 4 students qualified as AP Scholars with Honor: and 3 students qualified as AP Scholars with Distinction. 3 students also received the AP Seminar and Research Certificate.

	2018	2019	2020	2021	2022
Total AP Students	406	382	290	277	239
Number of Exams	675	557	430	407	331
AP Students with Scores of 3+	146	124	132	111	116
% of Total AP Students with 3+	35.96	32.46	45.52	40.07	48.54

Student Learning Needs:

- **Increase instructional rigor in Tier 1 instruction.**
- **Comprehensive, campus-wide writing plan.**
- **Continued training and support for teachers and co-teachers of special education students.**
- **Specialized instruction to support Algebra 1 students with significant gaps in understanding of mathematical concepts.**
- **Continue to increase the numbers of students who graduate College and Career Ready.**

Student Learning Strengths

- LPHS has a "B" rating in the most recent accountability ratings.
- The ACE/Dual Credit programs continue to thrive, allowing students to graduate with college credit and/or Associates Degrees from San Jacinto College.
- The campus has offers a unique Dual Credit Maritime Program with San Jacinto College to prepare students to begin a career in the maritime industry.
- The numbers of AP Scholars has remained strong.
- The % of students scoring a 3 or greater on AP exams increased by over 8% from the previous year.
- While STAAR scores are below expectations, there were significant gains in the performance of SPED students in Algebra 1 and Biology.
- The % of graduates achieving College, Career, & Military Readiness (CCMR) continues to increase.

School Processes & Programs

School Processes & Programs Summary

Collaborative leadership practices are used to develop processes and procedures at LPHS. The Campus Leadership Team, the Administrative Leadership Team and the Campus Performance Objective Committee meet regularly to discuss campus issues and participate in the campus decision-making process.

La Porte High School serves Emergent Bilingual (EB) students, students with Special Education (SPED) services, and Gifted and Talented (GT) students. LPHS also serves students who have been identified for 504 services.

EB students are served by both direct instruction from ESL certified instructors and by core teachers using specific strategies to meet the unique needs of EBs. Core teachers, if not ESL certified, receive yearly training in ESL strategies.

Special Education students are served in a variety of environments ranging from self-contained classrooms to inclusion in the regular classroom. Students in inclusion settings are provided support from SPED certified co-teachers and paraprofessionals. 504 students are provided support both in the regular classroom and pullout programs when necessary to provide appropriate accommodations.

Gifted and Talented students are identified through a screening process which includes assessments which are both qualitative and quantitative. Students engage in critical and creative thinking, problem solving, leadership, and project-based learning that accelerated their learning opportunities. GT students are served through Texas Performance Standards Project (TPSP) in addition to Pre-AP, AP, and Dual-Credit courses.

La Porte offers support for parents and expecting parents through Pregnancy Related Services (PRS).

La Porte High School offers a wide range of opportunities for students to extend their learning and begin their college careers while still in the high school setting through AP and Dual-Credit Course offerings. LPHS works in cooperation with San Jacinto College to offer students a wide variety of college offerings. The Accelerated College Education (ACE) program allows students to earn an associates degree while still a student at LPHS. LPHS currently serves 81 students in its ACE program. LPHS also provides Dual College-High School classes and currently has 224 enrollments in Dual-Credit courses outside of the ACE program. 1 Dual Enrollment student is participating in the newly designed Maritime Program.

In an effort to reduce discipline issues on the campus, LPHS implements restorative discipline practices. The program focuses on conflict resolution, mediation, and helping students learn positive behavioral practices. A Behavioral Interventionist was hired prior to the 2017-2018 school year. This individual takes a lead in leading restorative circles and mediation on the campus. In addition, students returning from Disciplinary Alternative Education Placements are required to meet with the interventionist for a period of time to assist them in successfully transitioning back to the regular campus. Additional after school and Saturday programs have been implemented to provide proactive support to students.

This year, LPHS will continue to refine its "Bulldog" advisory period. Each teacher has between 10 and 20 students of the same grade-level. During this period, LPHS will use software and teacher instructions to implement STAAR Intervention and to implement SAT, TSIA and PSAT preparation activities.

LPHS continues to strengthen planning and instruction with the implementation of Professional Learning Communities. This collaborative process focuses on instructional planning, data analysis, and intervention.

Finally, the campus operates as a Fundamental 5 school. Principals monitor regularly to ensure that the Fundamental 5 strategies are implemented with fidelity

and to provide feedback to teachers.

School Processes & Programs Needs:

- **Improve teacher practice and participation in Professional Learning Communities to include data analysis, collaborative planning, and intervention/extension.**
- **Increase fidelity of Fundamental 5 implementation.**
- **Strengthen implementation of the Multi-Tiered Systems of Support.**
- **Additional training for teachers in implementation restorative discipline practices at the classroom level.**
- **Development of a consistent classroom discipline model using common language and practices.**
- **Last year, LPHS eliminated a Dance Teacher position. In order to maintain the high quality of the program and the increased numbers of students participating, LPHS needs to add this position to the LPHS staff.**

School Processes & Programs Strengths

- La Porte High School has a strong Campus Leadership Team for shared decision making by administration and teachers.
- Tutorials offer opportunities for tutorials for all of its students.
- La Porte High School has established Professional Learning Communities for each subject taught where teachers participate in collaborative planning and data evaluation.
- La Porte High School implements the Fundamental 5 instructional practices in its classrooms.
- La Porte High School has a one-to-one laptop program with all devices being replaced in the last 3 school years.

Perceptions

Perceptions Summary

The attendance rate for La Porte High school was 90.54% for the 2021-2022 school year. This was a drop of 3.36% from the 2019-2020 school year. The campus needs to stress the importance of attendance to all LPHS stakeholders.

There were 343 ISS placements, 11 OSS placements, and 58 DAEP placements compared to 303, 14, and 40 in 2020-2021. There is the perception of a lack of consistency in discipline on the campus. Part of the campus plan will be to seek out and implement a common, comprehensive discipline management program at LPHS.

Community engagement is achieved through a variety of activities at the high school including but not limited to the Fall Title 1 Meeting and Open House, College Planning Nights, the Safety Fair, parent conferences, CPOC meetings, and extracurricular/co-curricular events.

Perceptions Needs:

Increase campus communication with stakeholders.

Perceptions Strengths

La Porte High school has an outstanding staff of dedicated and compassionate educators. They are proud of LPHS and have the best interests of students at heart. Parents attend school events at high rates. They actively support the programs at LPHS.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- 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 released test questions
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

- Organizational structure 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: All group performances identified in the Closing the Gaps report (See Student Learning section of Needs Assessment) as deficient will achieve the Meets Grade-Level standard to the extent that all standards are met. Additionally the following areas not identified will achieve the associated percentage gains in Meets Grade Level performance: ELA 1 - 10%, ELA 2 - 10%; Algebra 1 - 25%; Biology - 10%; US History - 5%; Graduation Rate - 2%.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: LPHS/Secondary DAEP will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Apex, and various instructional materials.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams.</p> <p>Staff Responsible for Monitoring: Campus Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$10,568, Extra Duty Pay - 211 Title I, Part A - \$10,400</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity. The principal and the Assistant Principals will conduct a minimum of 800 Power Walks each. Strategy's Expected Result/Impact: Increased rigor of instruction, increased instructional time, and increased performance by all student groups on STAAR EOC exams. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: LPHS/Secondary DAEP will provide training and tools for teachers for the successful integration of technology in the classroom. Strategy's Expected Result/Impact: The increased use of technology will increase student engagement in the learning and provide teachers with tools to improve assessment and instruction. Staff Responsible for Monitoring: Instructional Technology Specialist and LPHS/DAEP Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teacher/Student Devices - 211 Title I, Part A - \$15,000		Formative			Summative
		Nov	Jan	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: LPHS will refine the Advisory (Bulldog) period to better meet the emotional and academic needs of students. LPHS will provide instruction for EOC Intervention and preparation for TSIA, PSAT and SAT. Strategy's Expected Result/Impact: LPHS will plan to implement Bulldog Lunch in an effort to provide more flexibility to meet the academic and social/emotional needs of students. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: LPHS and the La Porte DAEP will implement "LPHS Cares" to improve the process for Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI). This process will target students' academic, attendance, behavioral and social/emotional needs. Strategy's Expected Result/Impact: Students academic needs will be identified earlier and interventions will be set in place earlier. Reduced failure rates. Increased student performance on STAAR End-of-Course Exams (EOC). Staff Responsible for Monitoring: Administrators, Counselors, and Teachers. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: LPHS will provide training for teachers to improve student performance in Professional Learning Communities and implementation of effective instructional strategies. Strategy's Expected Result/Impact: More effective PLC meetings will lead to better data analysis and better planning for instruction and intervention. Refinement of instruction through the implementation of more effective strategies will result in improvement of student performance. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Teacher Travel for PD - 211 Title I, Part A - \$6,277		Formative			Summative
		Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: LPHS will continue implementation of CBAs based on curriculum units. Teachers will work cooperatively with the district curriculum department in the development, implementation and monitoring of these assessments. Strategy's Expected Result/Impact: Increased monitoring of learning in all academic areas will lead to increased passing rates. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: LPHS/Secondary DAEP will provide credit recovery classes during school and outside of the school day to assist students in regain course credit. Strategy's Expected Result/Impact: Students will recover credit and increase likelihood of graduating on time. Staff Responsible for Monitoring: LPHS/Secondary DAEP Administration Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Teacher Salary (Edgenuity) - 211 Title I, Part A - \$80,725	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: LPHS will provide transportation to for after-school tutorials and credit recovery classes. Strategy's Expected Result/Impact: This will result in higher attendance rates at offered tutorials and credit recovery classes. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Reclassification Transportation Expenditures - 211 Title I, Part A - \$6,054	Formative			Summative
	Nov	Jan	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: LPHS will contract with Communities in Schools to provide support for students identified to be particularly at-risk. These supports include but are not limited to tutorials, conferences, etc. Strategy's Expected Result/Impact: Extra support provided to students at-risk of not graduating will enable students to overcome obstacles and graduate. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 Funding Sources: CIS Staff - 211 Title I, Part A - \$12,500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: LPHS will provide ongoing support for teachers in co-teach environments to improve the instructional practices for students with special needs. Strategy's Expected Result/Impact: The impact will be an increase i academic performance for special needs students.m Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Campus administrators will receive training in effective leadership and implementation of instructional strategies. Strategy's Expected Result/Impact: Administrators will become more effective instructional leaders leading to increased student performance. Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Administrative Travel for Professional Development - 211 Title I, Part A - \$8,088	Formative			Summative
	Nov	Jan	Apr	June

Strategy 13 Details		Reviews			
Strategy 13: LPHS will promote high interest student reading through the implementation of independent reading time in ELA classes. Strategy's Expected Result/Impact: These materials will promote reading in and out of the classroom and will result in improved academic performance in all areas. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Reading Materials - 211 Title I, Part A - \$1,931		Formative			Summative
		Nov	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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

Performance Objective 2: La Porte High School will increase the percentage of students meeting the growth measure by the following rates - Algebra I will increase by 22% and English 2 will increase by 10%.

High Priority

Evaluation Data Sources: Campus CBAs, Benchmark Testing, Teacher Formative Assessment.



Strategy 1 Details	Reviews			
Strategy 1: La Porte High School will refine its processes and procedures for Professional Learning Communities. Strategy's Expected Result/Impact: Improved instruction at Tier 1, 2 and 3 resulting in increased student growth as measured by STAAR results. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





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

Performance Objective 3: The percentage of Emergent Bilingual (EB) students performing at Advanced High or increasing a proficiency level will increase by 10%.

High Priority

Evaluation Data Sources: TELPAS Performance

Strategy 1 Details	Reviews			
Strategy 1: LPHS will provide after school tutorials specific to Emergent Bilingual students. Strategy's Expected Result/Impact: Increased learning time for EB students and increased performance in academic performance including the STAAR End-of-Course Exams (EOC). Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Pay for Tutors - 263 Title III, LEP - \$2,880, Instructional Materials - 263 Title III, LEP - \$2,880	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: LPHS will use the Summit K-12 program with EB students to prepare them for the TELPAS assessment. Strategy's Expected Result/Impact: Increased performance on TELPAS Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: LPHS will seek out Talk-Read, Talk-Write training for ELAR teachers. Strategy's Expected Result/Impact: Improved reading and writing skills will result in increased student performance in all academic areas. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: LPHS and the LPISD DAEP will provide staff development in implementation of the English Language Proficiency Standards (ELPS) and provide opportunities for teachers to become ESL certified. Strategy's Expected Result/Impact: Better implementation of effective EB teaching strategies will assist in meeting the unique needs of these learners and lead to improved academic performance in the classroom and on STAAR End-of-Course Exams (EOCs). Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: The percentage of all graduates for the 2022-2023 school year who are college and career ready according to the Texas accountability standards will increase by 10%.

Evaluation Data Sources: PEIMS Data

Strategy 1 Details	Reviews			
Strategy 1: LPHS will evaluate the transcripts of all Seniors by the end of the Fall semester and determine whether or not they meet College and Career Readiness Standards. As a result of this analysis, each Sr. will have a plan for meeting the standards by the end of the year. Strategy's Expected Result/Impact: All students will be College and Career Ready by graduation. As a result, students will be better prepared to move forward with their post-high school career and/or post-secondary education. Staff Responsible for Monitoring: Administration and Counselors	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Current LPISD programs of study will be reviewed against Approved Texas CTE Programs of Study. Strategy's Expected Result/Impact: Students will be prepared for post-secondary career opportunities. Staff Responsible for Monitoring: Campus Administration Title I: 2.4 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: LPHS students will be provided opportunities and preparation to obtain Industry-Based Certifications. Strategy's Expected Result/Impact: Increase in the number of students who meet College, Career, & Military Readiness (CCMR) will increase. Staff Responsible for Monitoring: Campus Administration, District CTE/AP Coordinator TEA Priorities: Connect high school to career and college Funding Sources: Industry-Based Testing (IBC) Materials - 211 Title I, Part A - \$4,498	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: LPHS will promote career pathways using a variety of methods including but not limited to career fairs, campus visits by colleges and military representatives, and informational campaigns. Strategy's Expected Result/Impact: Students will make informed schedule decisions and there will be increased pathway enrollment. Staff Responsible for Monitoring: Campus Administration and Counseling Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: LPHS will implement the College Bridge program for both ELAR and Mathematics. Strategy's Expected Result/Impact: The number of students obtaining CCMR status will increase. Staff Responsible for Monitoring: LPHS Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: LPHS will provide opportunities for both General Education and Special Education student on the main campus and at the Bulldog Bridge to participate in work-related activities to prepare for work after high school. Strategy's Expected Result/Impact: Students will develop and refine employability skills in order to be better prepared to successfully participate in the job market after high school. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 5: AP exam participation rates will increase by 10% and the percentage of students scoring a 3 or better will increase by 10%.

Evaluation Data Sources: AP performance and participation reports.





Strategy 1 Details	Reviews			
Strategy 1: LPHS will hold an AP Parent meeting in the Spring semester to explain the AP program and seek support for encouraging students to take AP exams. This meeting will include information regarding the resources available to students through College Board. Strategy's Expected Result/Impact: Providing parents with relevant information will increase engagement of parents. Parents will support the school in encouraging students to take AP exams. Staff Responsible for Monitoring: Administration and Counselors.	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: LPHS will provide training for AP teachers at various AP workshops. Additionally, training will be provided for effective implementation of the Fundamental 5. Strategy's Expected Result/Impact: Teachers will receive quality professional development to increase their expertise in the delivery of rigorous instruction resulting in increased student performance. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 5: Effective Instruction Funding Sources: Training for Implementation of Instructional Strategies. - 211 Title I, Part A - \$4,911	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: LPHS will provide tutorial sessions specific to AP courses. Strategy's Expected Result/Impact: Increased participation and performance on AP Exams. Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: LPHS will supplement student costs for AP Exams. Strategy's Expected Result/Impact: % of students taking AP exams will increase. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: AP Test Purchases - 211 Title I, Part A - \$10,000	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: 100% of Juniors will take either the ACT, SAT or TSIA test. The percentage of Seniors having taken either the SAT or ACT test will increase to 100%.

Evaluation Data Sources: Student ACT and SAT participation reports.





Strategy 1 Details	Reviews			
Strategy 1: LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class. Strategy's Expected Result/Impact: Taking the SAT will provide prepare students for the college application process and enlighten them to the rigors of college level work. As a result, students will become more college ready. Staff Responsible for Monitoring: Administration, Assessment Administrator, and Counselors. TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: LPHS will provide at least one information meeting for students and parents regarding SAT School Day. LPHS will also distribute information using other means. These meetings will emphasize the advantages to taking and performing well on SAT. Strategy's Expected Result/Impact: Participation and performance on SAT will increase. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: The composite scale score and both the SAT and ACT tests will increase by 10%.

Evaluation Data Sources: ACT and SAT performance reports.





Strategy 1 Details	Reviews			
Strategy 1: LPHS will provide ACT/SAT instruction. Strategy's Expected Result/Impact: Increased instructional time will increase performance on the respective assessments. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: LPHS will provide training for teachers on ACT and SAT. Strategy's Expected Result/Impact: Trainings will improve instruction resulting in increased student performance on ACT/SAT. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: LPHS will communicate to 10-12 grade students the ACT/SAT Prep opportunities to students available the Edgenuity and Apex software programs. Strategy's Expected Result/Impact: Additional exposure to material will result in increased student	Formative			Summative
	Nov	Jan	Apr	June

performance on ACT/SAT. Staff Responsible for Monitoring: Campus Administration Title I: 2.5				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 8: The observance of each of the Fundamental 5 activities will increase by 10%.





Evaluation Data Sources: Power Walk Data Reports.

Strategy 1 Details	Reviews			
Strategy 1: LPHS will provide ongoing teachers support and additional training as needed in the Fundamental 5 practices. Strategy's Expected Result/Impact: Increased fidelity in the implementation of the Fundamental 5 practices will likewise result in improved student performance. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: For the 2022-2023 school year, La Porte High School will have a 10% decrease in the number of ISS placements, DAEP placements, and suspensions on campus as compared to the 2021-2022 school year.

Evaluation Data Sources: Student discipline data.

Strategy 1 Details	Reviews			
Strategy 1: LPHS/Secondary DAEP will provide training in Restorative Discipline to all staff. Strategy's Expected Result/Impact: Providing the training to staff will assist in proactively addressing conflicts. Staff members will also be better prepared to counsel students on how to deal with conflict using better communication. Staff Responsible for Monitoring: LPHS/Secondary DAEP Administration and Behavioral Interventionist.	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The LPHS Behavioral Interventionist will implement proactive, restorative practices, at both LPHS and the Secondary DAEP, to address potential discipline problems. Strategy's Expected Result/Impact: There will be a reduction in discipline offenses resulting in a safe and secure learning environment for students. Staff Responsible for Monitoring: LPHS/Secondary DAEP Administration	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: LPHS will develop additional interim placements/programs in order to address discipline issues before placing students in In-School Suspension and/or Disciplinary Alternative Placements. Strategy's Expected Result/Impact: The alternative disciplinary measures will assist in addressing disciplinary problems prior to placing students in ISS or DAEP. The subsequent decrease in these placements will allow students to stay in class. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: The attendance rate for La Porte High school will increase to 95% and decrease students instances of tardiness by 10% as compared to the 2021-2022 school year.

Evaluation Data Sources: Student attendance data.

Strategy 1 Details	Reviews			
Strategy 1: La Porte High School will establish a Attendance Task Force to develop and implement processes and incentives for improving student attendance. Strategy's Expected Result/Impact: An increase in student attendance will result in improved student performance. Staff Responsible for Monitoring: Attendance Task Force, Principal and Associate Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The LPHS Attendance Task Force will develop and implement incentives for exemplary student attendance. Strategy's Expected Result/Impact: Incentives will encourage better student attendance and lead to increased student performance. Staff Responsible for Monitoring: Campus Administration, Attendance Task Force Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The La Porte High School Attendance Task Force will develop processes for contact parents/students promptly when absent from school. Strategy's Expected Result/Impact: Improved attendance leading to increased student performance. Staff Responsible for Monitoring: Campus Administration, Attendance Task Force Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: La Porte High School will establish an attendance email address to promote more communication from parents when students are absent. Strategy's Expected Result/Impact: Improved student attendance resulting in increased student performance. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school. Strategy's Expected Result/Impact: Effective communication with parents will gain support for enforcement of attendance expectations with students. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Using technology, LPHS will refine its system for tracking and monitoring tardiness and the issuance of hall passes. Strategy's Expected Result/Impact: The software will allow administrators to better track and assign consequences students who arrive to class late thus reducing tardiness. The software will also allow administrators to control the number of and which students in the hallways at any one time. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 3: All students who are parents or expectant parents will be provided support.

Evaluation Data Sources: Student Data regarding Pregnancy and Parenting.

Strategy 1 Details	Reviews			
Strategy 1: LPHS/Secondary DAEP students will be supported through Pregnancy Related Services. A support person will spend 2 periods/day at LPHS supporting these students as needed. Strategy's Expected Result/Impact: Expectant parents will be able to be successful academically and graduate prepared for college, career, and/or military service. Staff Responsible for Monitoring: Administration Title I: 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: LPHS will establish a forum for increased participation in the campus decision-making process.

Evaluation Data Sources: Staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: The Principal and Campus Leadership Team will solicit input from staff in the decision-making process through the creation of additional committees and staff surveys. Strategy's Expected Result/Impact: Increased involvement by the staff will serve as a source for quality input and feedback regarding the educational program at LPHS. The increase in engagement will promote additional support for all programs at LPHS. Staff Responsible for Monitoring: Campus Administration and Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Attract, develop and retain excellent staff

Performance Objective 2: Quality, teacher-led, campus-based professional development will be offered at least one time per month during the 2022-2023 school year.





Evaluation Data Sources: Meeting/Professional Development Documentation and Sign-In Sheets.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be surveyed for Professional Development needs in technology integration and other instructional strategies. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed. Strategy's Expected Result/Impact: This strategy will provide targeted, quality professional development to teachers and as a result improve instruction and student performance. Increased involvement by the staff will also increase staff ownership engagement in the operation of the campus. The collaborative culture will assist in the retention and attraction of quality professional staff. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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

Performance Objective 1: The principal will establish and regularly updated a newsletter for LPHS stakeholders using the Smore's application.

Evaluation Data Sources: Communication documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will improve communication to stakeholders by producing at least 2 campus newsletters and 2 campus call outs per month using the Remind App and School Messenger services.</p> <p>Strategy's Expected Result/Impact: Increased communication will promote increased participation by stakeholders, especially parents. Research indicates that increase stakeholder involvement will lead to increased student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Involvement Supplies - 211 Title I, Part A - \$1,000, Parent Involvement Operating Costs - 211 Title I, Part A - \$1,328</p>	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 1: La Porte High School will spend 100% of all Title Funds and Perkins Funds to improve the educational opportunities for students at LPHS.

Evaluation Data Sources: Budget/Expenditure Documentation.

Strategy 1 Details	Reviews			
Strategy 1: The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS/Secondary DAEP campus. Strategy's Expected Result/Impact: Ensuring that all funds are used will maximize the effectiveness of programs at LPHS/Secondary DAEP and promote improved student performance. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Ojeda	PEP Teacher	Pregnancy Related Services	
Staff	Credit Recovery Teachers	LPHS Credit Recovery	

Plan Notes

CPOC Minutes

Campus Performance Objective Committee

Committee Role	Name	Position
Administrator	Carlin Grammer	Principal
Non-classroom Professional	Thad Mitchell	Associate Principal
Non-classroom Professional	Stacy Joseph	Assistant Principal
Non-classroom Professional	Brenda Sadler	Counselor
Classroom Teacher	Peter Becnel	ELA Teacher
Classroom Teacher	Justin Myers	Special Education Teacher
Parent	Iris Sandolf	Parent
Community Representative	Diana Martinez	Community Representative
Business Representative	Anita Lam	Owner - Colonial House
Classroom Teacher	Jaime Arizpe	PE-Athletics Teacher
Classroom Teacher	Carrie Hicks	Career and Technology Teacher
Classroom Teacher	Tiffany Vaughn	Mathematics Teacher
Classroom Teacher	William Lehman	Fine Arts Teacher
Business Representative	Neal Broussard	Business Representative-The Medicine Shoppe
Parent	Cindy Stamps	Community Representative
Community Representative	Cathy Crate	Community Representative
Classroom Teacher	David Duvall	LOTE Teacher
Non-classroom Professional	JuleeAnna Lee	Asst. Principal
Classroom Teacher	Carla Stockdale	Social Studies Teacher
Classroom Teacher	Cori Stegall	Science Teacher

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies		\$10,568.00
1	1	1	Extra Duty Pay		\$10,400.00
1	1	3	Teacher/Student Devices		\$15,000.00
1	1	6	Teacher Travel for PD		\$6,277.00
1	1	8	Teacher Salary (Edgenuity)		\$80,725.00
1	1	9	Reclassification Transportation Expenditures		\$6,054.00
1	1	10	CIS Staff		\$12,500.00
1	1	12	Administrative Travel for Professional Development		\$8,088.00
1	1	13	Reading Materials		\$1,931.00
1	4	3	Industry-Based Testing (IBC) Materials		\$4,498.00
1	5	2	Training for Implementation of Instructional Strategies.		\$4,911.00
1	5	4	AP Test Purchases		\$10,000.00
4	1	1	Parent Involvement Supplies		\$1,000.00
4	1	1	Parent Involvement Operating Costs		\$1,328.00
Sub-Total					\$173,280.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Materials		\$2,880.00
1	3	1	Pay for Tutors		\$2,880.00
Sub-Total					\$5,760.00