

The Board of Trustees La Porte Independent School District Notice of Regular Meeting



A Regular Meeting of the Board of Trustees of La Porte Independent School District will be held November 10, 2020 beginning at 5:00 PM in the Board Room of the Administration Building, 1002 San Jacinto St., La Porte, TX 77571, San Jacinto St, La Porte, TX 77571. A livestream of this meeting will be broadcast online. The livestream link will be available on the LPISD District Calendar, which can be accessed at: <https://www.lpsid.org/our-district/calendar>.

Public Comments must be submitted no later than 5:30 PM on November 10, 2020 in order to be read at the meeting. Public comments may be submitted at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=jYFxoMPeBU25NNkt3kxq-yy3YkDAGtIEoC2nETBaos9UQIBGVVNLNzdUSFNYQIVRTEpaMU40NjBPVC4u>

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Call to Order

CALL TO ORDER and an announcement by the president that a notice of the meeting has been posted in a manner required by law, and that a quorum is present.

II. Closed Meeting from 5:00 to 6:00 PM

III. Reconvene from Closed Meeting 6:00 PM

IV. Board Protocol, Pledge and Invocation

A. Board Protocol will be read by Mr. Lee Wallace, board president.

B. Pledge of Allegiance to the United States and Texas Flags.

C. Invocation will be given by Mrs. Dee Anne Thomson, board trustee.

V. Board Recognitions

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Community Recognitions

THIS ITEM RELATES TO BOARD GOAL(S): 1, 3, 4

BACKGROUND INFORMATION: Since the beginning of the COVID-19 pandemic, public school employees have worked diligently to maintain high levels of excellence in the face of considerable adversity. Some community-based businesses, who have also experienced pandemic-related difficulties, have placed the morale of La Porte ISD's staff members above their own bottom line. Smoothie King of La Porte has not only brightened the days of campus staff members with complimentary smoothie deliveries, this locally owned business has assisted with campus fundraisers, and is extending its benevolence by using its resources to help our neighbors in need through a winter coat drive. For Smoothie King of La Porte's thoughtfulness, compassion and generosity, Board of Trustees President Lee Wallace recognizes the company with the La Porte ISD Community Ambassador Award.

ADMINISTRATIVE RECOMMENDATION: N/A

ATTACHMENTS: No

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Lee Wallace, board president; Adam J. Holland, director of communications

RECOMMENDED MOTION: N/A

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Community Recognitions

THIS ITEM RELATES TO BOARD GOAL(S): 1, 3, 4

BACKGROUND INFORMATION: Since the beginning of the COVID-19 pandemic, public school employees have worked diligently to maintain high levels of excellence in the face of considerable adversity. Some community-based businesses, who have also experienced pandemic-related difficulties, have placed the morale of La Porte ISD's staff members above their own bottom line. Smoothie King of La Porte has not only brightened the days of campus staff members with complimentary smoothie deliveries, this locally owned business has assisted with campus fundraisers, and is extending its benevolence by using its resources to help our neighbors in need through a winter coat drive. For Smoothie King of La Porte's thoughtfulness, compassion and generosity, Board of Trustees President Lee Wallace recognizes the company with the La Porte ISD Community Ambassador Award.

ADMINISTRATIVE RECOMMENDATION: N/A

ATTACHMENTS: No

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Lee Wallace, board president; Adam J. Holland, director of communications

RECOMMENDED MOTION: N/A

VI. Public Comments

The Board will now hear those who wish to make comments and who have completed and returned the Public Comment Participation Request. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Complaints and concerns, for which other resolution channels are provided, shall be directed through those channels.

VII. Reports

A. Superintendent's Report

B. Board Officer's Report

1. Trustee Continuing Education Training Hours Report
Lee Wallace, board president

6

TRAINING REQUIREMENTS FOR SCHOOL BOARD MEMBERS

Length of Service	Local District Orientation	Intro to TEC	Open Government ³	Cybersecurity	Post-Legislative Update to TEC	Child Abuse Prevention	Evaluating and Improving Student Outcomes (formerly SB 1566)	Team Building	Additional Continuing Education (based on assessed needs)
New Trustees (First Year) ~25 hrs	Local Orientation ² (within 60 days) 3 hrs	(within 120 days) 3 hrs	OMA ³ (within 90 days) 1-2 hrs PIA 1-2 hrs	~1 hr each year	N/A because update is incorporated into Intro to TEC	1 hr every two years	(within 120 days) 3 hrs² every two years	3 hrs² each year with all trustees and superintendent	10 hrs first year
Experienced Trustees (After First Year) 9-16 hrs¹	Can attend, but not required				Sufficient length ~1-2 hrs after each legislative session				5 hrs each year
Providers	School District	ESC	TASB or other registered provider	See Department of Information Resources website	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider

Training Requirements Notes:

¹Required hours after the first year will vary depending on how the Post-Legislative Update, Child Abuse, and Student Achievement and Accountability hours fall for an individual trustee.

²Trustees may receive any training online **except** Local Orientation for new board members, Team Building, and Evaluating and Improving Student Outcomes.

³**OMA** and **PIA training** is required (outside of SBOE rule) of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy.

OMA: Open Meetings Act

TEC: Texas Education Code

PIA: Public Information Act

SBOE: State Board of Education



BOARD OF TRUSTEES
LA PORTE INDEPENDENT SCHOOL DISTRICT
October 2020

INFORMATION ONLY

SUBJECT: Board Officer's Report – Board Member Required Continuing Education Training Report

Presenter: Lee Wallace, Board President

Background Information:

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

The Board President is required to announce the name of each member who has completed, exceeded or is deficient in meeting the required continuing education.

Board Member	Tier 1 Hours Orientation/New Members or Legislative Updates/Experienced Members	Tier 2 Hours Team Building - Board and Superintendent	Tier 3 Hours Board Development	Tier 4 Hours Student Achievement (SB1566)
Kathy Green	Not applicable	3.0	62.50	Completed
David Janda	Not applicable	3.0	35.50	Completed
Lois Rogerson	Not applicable	3.0	45.25	Completed
Dennis Slate	Not applicable	3.0	20.5	Completed
Dee Anne Thomson	Not applicable	3.0	51.50	Completed
Lee Wallace	Not applicable	3.0	25.75	Completed
Charlcya Wheeler	Not applicable	3.0	35.75	Completed

For the period beginning April 17, 2019 and ending October 27, 2020, all La Porte ISD⁷ trustees have exceeded the required number of continuing education hours.

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Kathy Green
4/17/2019 to 10/27/2020**

<u>Tier 1 - Orientation</u>		<u>Date earned</u>		<u>Hours earned</u>
Other Training				
Non-TASB Provided Training				
Update to Texas Education Code		9/4/2019		3.00
Total Hours for Tier 1				3.00
<u>Tier 2 - Team Building</u>		<u>Date earned</u>		<u>Hours earned</u>
Other Training				
Non-TASB Provided Training				
Team of 8 Training		12/4/2019		3.00
Total Hours for Tier 2				3.00
<u>Tier 3 - Board Development</u>		<u>Date earned</u>		<u>Hours earned</u>
TASB Provided				
Spring Workshop Houston - 2019	Houston			
Student and School Safety		4/24/2019	05:30 - 06:30 PM	1.00
Bringing Civility Back to Public Discourse		4/24/2019	07:45 - 08:45 PM	1.00
Post Legislative Seminar - 2019	Varies			
Post Legislative Seminar Fort Worth (Tier 3)		6/19/2019	05:30 - 08:30 PM	2.25
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX			
Thursday General Session - Leon Logothetis		6/20/2019	08:00 - 09:15 AM	1.00
Book Study: Strong Enough		6/20/2019	09:30 - 10:45 AM	1.25
Navigating the Noise		6/20/2019	11:00 - 12:15 PM	1.25
Can't We All Just Get Along? Creating Board Communication Practices That Work		6/20/2019	01:30 - 02:45 PM	1.25
LeadershipTake. Action. Now.		6/20/2019	03:15 - 04:30 PM	1.25
Friday General Session - Wes Moore		6/21/2019	08:00 - 09:15 AM	1.00
How to Be a REAL SuccessNo Matter Where You Come From		6/21/2019	09:30 - 10:45 AM	1.25
Common T-Shirts Don't Make a Team		6/21/2019	11:00 - 12:15 PM	1.25
Morath/TEA Post-Legislative Report		6/21/2019	12:30 - 01:00 PM	0.50
Civilian Response to Active Shooter Events (CRASE)		6/21/2019	01:30 - 02:45 PM	1.25
Goal-Setting and Superintendent Evaluation: Tell Us What You Really Think		6/21/2019	03:00 - 04:15 PM	1.25
Connecting the Dots		6/22/2019	08:00 - 09:00 AM	1.00
Saturday General Session - Natalie Stavas		6/22/2019	09:15 - 10:30 AM	1.00
TASA TASB Convention - 2019	Dallas			
What the Heck Happened to My Share of the \$9 Billion?		9/20/2019	07:30 - 08:30 AM	1.00
Orange Frog: The Happiness Advantage		9/20/2019	08:45 - 09:45 AM	1.00
Realizing Success in Willis ISD Today for Tomorrow's Learners		9/20/2019	10:15 - 11:15 AM	1.00

**Texas Association of School Boards
Continuing Education Credit Report Service**

La Porte ISD

Kathy Green

4/17/2019 to 10/27/2020

Tier 3 - Board Development

Date earned

Hours earned

Our Passion, Our Voice, Our Students, Our Action

9/20/2019 01:00 - 02:00 PM 1.00

What Your Lawyer Wishes You Knew

9/20/2019 02:15 - 03:15 PM 1.00

Friday General Session: Play@Work: Unleashing Growth Through Creativity and Innovation

9/20/2019 04:00 - 05:30 PM 1.00

Fall Legal Seminar Austin - 2019

Austin, TX

Employee Compensation and Teacher Pay Raise

11/1/2019 09:00 - 10:00 AM 1.00

Update on Student Discipline and School Safety

11/1/2019 10:00 - 10:50 AM 0.75

Public Participation at Board Meetings

11/1/2019 11:00 - 11:50 AM 0.75

10 Things Boards Need to Know Now about Governance Laws

11/1/2019 12:40 - 01:40 PM 1.00

Legal and Legislative Update (Tier 3)

11/1/2019 01:50 - 03:20 PM 1.50

Region 4 Grassroots Meeting - 2020

Houston, TX

Grassroots Meeting - Legislative Update (Tier 3)

2/5/2020 06:30 - 08:30 PM 2.00

Summer Leadership Institute Virtual - 2020

Virtual

What Board Members Need to Know about Sexual Abuse, Sex Trafficking, Other Maltreatment of Child

6/24/2020 06:00 - 07:00 PM 1.00

Insights from Award-Winning Superintendents

6/24/2020 07:30 - 08:30 PM 1.00

Opening General Session: Rick Rigsby

6/25/2020 08:00 - 09:00 AM 1.00

Once Upon a Time: Inspiring Stakeholders with Stories

6/25/2020 09:30 - 10:30 AM 1.00

Title IX Sexual Harassment: What's New?

6/25/2020 09:30 - 10:30 AM 1.00

Comfortably Secure: Creating Safe Schools

6/25/2020 09:30 - 10:30 AM 1.00

Developing Equity: A Collaborative Process to Ensure Equitable Practices in a Diverse School Dist

6/25/2020 11:30 - 12:30 PM 1.00

Open Meetings and Public Comment

6/25/2020 01:30 - 02:30 PM 1.00

Civilian Response to Active Shooter Events (CRASE)

6/25/2020 03:30 - 04:30 PM 1.00

If I Knew Then What I Know Now: A Conversation With a 25-Year School Board Member

6/26/2020 07:00 - 08:00 AM 1.00

School Boards Make a Difference

6/26/2020 08:30 - 09:30 AM 1.00

Looking Back in Order to Understand What Lies Ahead: Lessons from the Virtual Classroom

6/26/2020 11:30 - 12:30 PM 1.00

Coping With Covid: How Students in TX and Around the Nation are Leading in the Face of COVID-19

6/26/2020 01:30 - 02:30 PM 1.00

Summer Leadership Institute On Demand - 2020

Virtual

At-Risk Students: Working Together for Their Success

6/27/2020 02:30 - 03:00 PM 1.00

Why and How Latinx Leaders Are Addressing Educational Equity

6/27/2020 02:30 - 03:00 PM 1.00

Using Advanced Academics to Crush the Opportunity Gap

6/27/2020 02:30 - 03:00 PM 0.75

Partnerships, Prime Opportunities, and Unparalleled Student Performance

6/27/2020 02:30 - 03:00 PM 1.00

Busting Your Bubble—How to Reach and Teach Your Community

6/27/2020 02:30 - 03:00 PM 1.00

Trauma-Informed School Practices: What Should You Know?

6/27/2020 02:30 - 03:00 PM 1.00

TASA | TASB Convention Virtual - 2020

Virtual

Opening General Session

10/1/2020 08:30 - 09:15 AM 0.75

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Kathy Green
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

	<u>Date earned</u>	<u>Hours earned</u>
Employee Free Speech: The Evolution of a Matter of Public Concerns	10/1/2020 09:30 - 10:20 AM	1.00
CSA Spotlight Session: Can They Really Say That About Me?	10/1/2020 10:30 - 11:20 AM	1.00
The Effect of Crisis on Mindset: Train Yourself for Growth	10/1/2020 10:30 - 11:20 AM	1.00
Improving District Stability and Board Governance through the Superintendent Contract	10/2/2020 08:00 - 08:50 AM	1.00
Create Your Own Safety NETwork	10/2/2020 08:00 - 08:50 AM	1.00
Cyberbullying: A Culture of Connected Disconnections	10/2/2020 08:00 - 08:50 AM	1.00
Priorities Based Budgeting: Do You Really Need Money for That?	10/2/2020 08:00 - 08:50 AM	1.00
Closing General Session	10/2/2020 11:00 - 11:45 AM	0.75
TASA TASB Convention On Demand - 2020		
Superintendent Challenges during COVID-19	10/3/2020 12:00 - 01:00 PM	1.00

Other Training

Non-TASB Provided Training

School Safety	10/29/2019	1.50
Cybersecurity	6/11/2020	1.00

Total Hours for Tier 3 **62.50**

Tier 4 - SB 1566

	<u>Date earned</u>	<u>Completed</u>
TASB Board Development Services Webinar Series - 2020		
SB1566 Training: Governance for Improved Student Learning Webinar	5/28/2020	✓

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
David Janda
4/17/2019 to 10/27/2020**

<u>Tier 1 - Orientation</u>	<u>Date earned</u>		<u>Hours earned</u>
Other Training			
Non-TASB Provided Training			
Legislative Update to Texas Education Code	9/4/2019		3.00
Total Hours for Tier 1			3.00
<u>Tier 2 - Team Building</u>	<u>Date earned</u>		<u>Hours earned</u>
Other Training			
Non-TASB Provided Training			
Team of 8 Training	12/4/2019		3.00
Total Hours for Tier 2			3.00
<u>Tier 3 - Board Development</u>	<u>Date earned</u>		<u>Hours earned</u>
TASB Provided			
Leadership TASB Class - 2019	varies		
Leadership TASB Session Five - Fort Worth	6/22/2019		13.50
TASA TASB Convention - 2019	Dallas		
Friday General Session: Play@Work: Unleashing Growth Through Creativity and Innovation	9/20/2019	04:00 - 05:30 PM	1.00
Legal Update Game Show	9/21/2019	08:45 - 09:45 AM	1.00
Saturday General Session: The Power of One	9/21/2019	10:30 - 12:00 PM	1.00
Current Economic Conditions and Implications for Monetary Policy	9/21/2019	01:00 - 02:00 PM	1.00
Everything a School Board Member Needs to Know About Special Education	9/21/2019	03:00 - 04:00 PM	1.00
Transforming Public Education with House Bill 3	9/21/2019	04:15 - 05:00 PM	0.75
Fall Legal Seminar Beaumont - 2019	Beaumont, TX		
Employee Compensation and Teacher Pay Raise	11/5/2019	09:00 - 10:00 AM	1.00
Public Participation at Board Meetings	11/5/2019	10:00 - 10:50 AM	0.75
Update on Student Discipline and School Safety	11/5/2019	11:00 - 11:50 AM	0.75
10 Things Boards Need to Know Now about Governance Laws	11/5/2019	12:00 - 01:00 PM	1.00
Legal and Legislative Update (Tier 3)	11/5/2019	01:10 - 02:30 PM	1.50
TASB Board Development Services Webinar Series - 2020	varies		
"How ya Doin'?" - Checking in with Your Staff Webinar	4/23/2020	01:00 - 02:00 PM	1.00
"How ya Doin'?" - Checking in with Your Students Webinar	4/23/2020	02:30 - 03:30 PM	1.00
On Demand Training			
Virtual Spring Workshop: Instructional Delivery in a Pandemic	4/29/2020		1.00
Virtual Spring Workshop: Graduation in the Time of Coronavirus	4/29/2020		0.75
TASB Board Development Services Webinar Series - 2020	varies		

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
David Janda
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

	<u>Date earned</u>	<u>Hours earned</u>
Governance in the Age of COVID-19 and Changes to HB 3 Required Goals Webinar	5/7/2020 01:00 - 02:00 PM	1.00
What Board Members Need to Know about Sexual Abuse, Sex Trafficking, and Other Maltreatment Webinar	5/14/2020 01:00 - 02:00 PM	1.00
Personnel Issues Related to COVID-19 Webinar	5/21/2020 01:00 - 02:00 PM	1.00
Emerging Issues Affecting Governance and Education Requirements in TX with Morath Webinar	5/21/2020 04:30 - 05:30 PM	1.00
Leadership TASB Alumni Association's "Ask the Expert" Webinar Virtual		
Leadership TASB Alumni Association's "Ask the Expert" Webinar: Gen Z and the Pandemic	6/16/2020 02:00 - 03:00 PM	1.00

Other Training

Non-TASB Provided Training

School Safety	10/29/2019	1.50
Cybersecurity	6/11/2020	1.00

Total Hours for **Tier 3** **35.50**

Tier 4 - SB 1566

	<u>Date earned</u>	<u>Completed</u>
TASB Board Development Services Webinar Series - 2020 varies		
SB1566 Training: Governance for Improved Student Learning Webinar	5/28/2020	✓

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Lois Rogerson
4/17/2019 to 10/27/2020**

<u>Tier 1 - Orientation</u>		<u>Date earned</u>		<u>Hours earned</u>
Other Training				
Non-TASB Provided Training				
Update to Texas Education Code		9/4/2019		3.00
Total Hours for Tier 1				3.00
<u>Tier 2 - Team Building</u>		<u>Date earned</u>		<u>Hours earned</u>
Other Training				
Non-TASB Provided Training				
Team of 8 Training		12/4/2019		3.00
Total Hours for Tier 2				3.00
<u>Tier 3 - Board Development</u>		<u>Date earned</u>		<u>Hours earned</u>
TASB Provided				
Spring Workshop Houston - 2019	Houston			
Student and School Safety		4/24/2019	05:30 - 06:30 PM	1.00
Bringing Civility Back to Public Discourse		4/24/2019	07:45 - 08:45 PM	1.00
Post Legislative Seminar - 2019	Varies			
Post Legislative Seminar Fort Worth (Tier 3)		6/19/2019	05:30 - 08:30 PM	2.25
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX			
Thursday General Session - Leon Logothetis		6/20/2019	08:00 - 09:15 AM	1.00
Recognizing, Responding, and Reporting: Strategies for Addressing Inappropriate Employee-to...		6/20/2019	09:30 - 10:45 AM	1.25
Navigating the Noise		6/20/2019	11:00 - 12:15 PM	1.25
Can't We All Just Get Along? Creating Board Communication Practices That Work		6/20/2019	01:30 - 02:45 PM	1.25
The Financial Impact of the 86th Legislature		6/20/2019	03:15 - 04:30 PM	1.25
Friday General Session - Wes Moore		6/21/2019	08:00 - 09:15 AM	1.00
Inequities in Student Discipline: What are Districts' Risks and Obligations?		6/21/2019	09:30 - 10:45 AM	1.25
Common T-Shirts Don't Make a Team		6/21/2019	11:00 - 12:15 PM	1.25
Morath/TEA Post-Legislative Report		6/21/2019	12:30 - 01:00 PM	0.50
Civilian Response to Active Shooter Events (CRASE)		6/21/2019	01:30 - 02:45 PM	1.25
Working Well Together Without Liking Each Other		6/21/2019	03:00 - 04:15 PM	1.25
Connecting the Dots		6/22/2019	08:00 - 09:00 AM	1.00
Saturday General Session - Natalie Stavas		6/22/2019	09:15 - 10:30 AM	1.00
TASA TASB Convention - 2019	Dallas			
What the Heck Happened to My Share of the \$9 Billion?		9/20/2019	07:30 - 08:30 AM	1.00
Orange Frog: The Happiness Advantage		9/20/2019	08:45 - 09:45 AM	1.00

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Lois Rogerson
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

Date earned **Hours earned**

Realizing Success in Willis ISD Today for Tomorrow's Learners	9/20/2019	10:15 - 11:15 AM	1.00
Our Passion, Our Voice, Our Students, Our Action	9/20/2019	01:00 - 02:00 PM	1.00
What Your Lawyer Wishes You Knew	9/20/2019	02:15 - 03:15 PM	1.00
Friday General Session: Play@Work: Unleashing Growth Through Creativity and Innovation	9/20/2019	04:00 - 05:30 PM	1.00

Fall Legal Seminar Austin - 2019

Austin, TX

Employee Compensation and Teacher Pay Raise	11/1/2019	09:00 - 10:00 AM	1.00
Update on Student Discipline and School Safety	11/1/2019	10:00 - 10:50 AM	0.75
Public Participation at Board Meetings	11/1/2019	11:00 - 11:50 AM	0.75
10 Things Boards Need to Know Now about Governance Laws	11/1/2019	12:40 - 01:40 PM	1.00
Legal and Legislative Update (Tier 3)	11/1/2019	01:50 - 03:20 PM	1.50

Region 4 Grassroots Meeting - 2020

Houston, TX

Grassroots Meeting - Legislative Update (Tier 3)	2/5/2020	06:30 - 08:30 PM	2.00

Summer Leadership Institute Virtual - 2020

Virtual

What Board Members Need to Know about Sexual Abuse, Sex Trafficking, Other Maltreatment of Child	6/24/2020	06:00 - 07:00 PM	1.00
Insights from Award-Winning Superintendents	6/24/2020	07:30 - 08:30 PM	1.00
Opening General Session: Rick Rigsby	6/25/2020	08:00 - 09:00 AM	1.00
Title IX Sexual Harassment: What's New?	6/25/2020	09:30 - 10:30 AM	1.00
At-Risk Students: Working Together for Their Success	6/25/2020	11:30 - 12:30 PM	1.00
Open Meetings and Public Comment	6/25/2020	01:30 - 02:30 PM	1.00
Civilian Response to Active Shooter Events (CRASE)	6/25/2020	03:30 - 04:30 PM	1.00
If I Knew Then What I Know Now: A Conversation With a 25-Year School Board Member	6/26/2020	07:00 - 08:00 AM	1.00
School Boards Make a Difference	6/26/2020	08:30 - 09:30 AM	1.00
Looking Back in Order to Understand What Lies Ahead: Lessons from the Virtual Classroom	6/26/2020	11:30 - 12:30 PM	1.00
Coping With Covid: How Students in TX and Around the Nation are Leading in the Face of COVID-19	6/26/2020	01:30 - 02:30 PM	1.00

Other Training

Non-TASB Provided Training

School Safety	10/29/2019		1.50
Cybersecurity	6/11/2020		1.00

Total Hours for Tier 3 45.25

Tier 4 - SB 1566

Date earned **Completed**

TASB Board Development Services Webinar Series - 2020

varies

SB1566 Training: Governance for Improved Student Learning Webinar	5/28/2020		✓



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Lois Rogerson**
4/17/2019 to 10/27/2020

Tier 4 - SB 1566

Date earned

Completed

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Dennis Slate
4/17/2019 to 10/27/2020**

Tier 1 - Orientation

TASB Provided

		<u>Date earned</u>	<u>Hours earned</u>
Post Legislative Seminar - 2019	Varies		
Post Legislative Seminar Fort Worth (Tier 1)		6/19/2019 05:30 - 08:30 PM	2.25
Fall Legal Seminar Beaumont - 2019	Beaumont, TX		
Legal and Legislative Update (Tier 1)		11/5/2019 01:10 - 02:30 PM	1.50
Total Hours for Tier 1			3.75

Tier 2 - Team Building

Other Training

		<u>Date earned</u>	<u>Hours earned</u>
Non-TASB Provided Training			
Team of 8 Training		12/4/2019	3.00
Total Hours for Tier 2			3.00

Tier 3 - Board Development

TASB Provided

		<u>Date earned</u>	<u>Hours earned</u>
Post Legislative Seminar - 2019	Varies		
Post Legislative Seminar Fort Worth (Tier 3)		6/19/2019 05:30 - 08:30 PM	0.00
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX		
Thursday General Session - Leon Logothetis		6/20/2019 08:00 - 09:15 AM	1.00
Recognizing, Responding, and Reporting: Strategies for Addressing Inappropriate Employee-to...		6/20/2019 09:30 - 10:45 AM	1.25
Navigating the Noise		6/20/2019 11:00 - 12:15 PM	1.25
Can't We All Just Get Along? Creating Board Communication Practices That Work		6/20/2019 01:30 - 02:45 PM	1.25
The Financial Impact of the 86th Legislature		6/20/2019 03:15 - 04:30 PM	1.25
Friday General Session - Wes Moore		6/21/2019 08:00 - 09:15 AM	1.00
Inequities in Student Discipline: What are Districts' Risks and Obligations?		6/21/2019 09:30 - 10:45 AM	1.25
Common T-Shirts Don't Make a Team		6/21/2019 11:00 - 12:15 PM	1.25
Morath/TEA Post-Legislative Report		6/21/2019 12:30 - 01:00 PM	0.50
Civilian Response to Active Shooter Events (CRASE)		6/21/2019 01:30 - 02:45 PM	1.25
Working Well Together Without Liking Each Other		6/21/2019 03:00 - 04:15 PM	1.25
Connecting the Dots		6/22/2019 08:00 - 09:00 AM	1.00
Saturday General Session - Natalie Stavas		6/22/2019 09:15 - 10:30 AM	1.00
Fall Legal Seminar Beaumont - 2019	Beaumont, TX		
Employee Compensation and Teacher Pay Raise		11/5/2019 09:00 - 10:00 AM	1.00
Public Participation at Board Meetings		11/5/2019 10:00 - 10:50 AM	0.75
Update on Student Discipline and School Safety		11/5/2019 11:00 - 11:50 AM	0.75

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Dennis Slate
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

Date earned

Hours earned

10 Things Boards Need to Know Now about Governance Laws

11/5/2019 12:00 - 01:00 PM 1.00

Other Training

Non-TASB Provided Training

School Safety

10/29/2019 1.50

Cybersecurity

6/11/2020 1.00

Total Hours for Tier 3 **20.50**

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Dee Anne Thomson
4/17/2019 to 10/27/2020**

<u>Tier 1 - Orientation</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Legislative Update to Texas Education Code	9/4/2019	3.00
Total Hours for Tier 1		3.00

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	12/4/2019	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Spring Workshop Houston - 2019	Houston	
Student and School Safety	4/24/2019 05:30 - 06:30 PM	1.00
Bringing Civility Back to Public Discourse	4/24/2019 07:45 - 08:45 PM	1.00
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX	
Thursday General Session - Leon Logothetis	6/20/2019 08:00 - 09:15 AM	1.00
Developing a Mental Health/Intervention Program to Prevent School Violence	6/20/2019 09:30 - 10:45 AM	1.25
The New and Improved Superintendent Evaluation Instrument and Process	6/20/2019 11:00 - 12:15 PM	1.25
Insights from Award-Winning Superintendents	6/20/2019 01:30 - 02:45 PM	1.25
We're All in This Together: Focusing on the Whole Community	6/20/2019 03:15 - 04:30 PM	1.25
Friday General Session - Wes Moore	6/21/2019 08:00 - 09:15 AM	1.00
The Superintendent Search Process	6/21/2019 09:30 - 10:45 AM	1.25
Shape your district's culture in 30 days!	6/21/2019 11:00 - 12:15 PM	1.25
Civilian Response to Active Shooter Events (CRASE)	6/21/2019 01:30 - 02:45 PM	1.25
Children in Stress: The 'Baggage' Kids Bring to School with Them	6/21/2019 03:00 - 04:15 PM	1.25
Connecting the Dots	6/22/2019 08:00 - 09:00 AM	1.00
Saturday General Session - Natalie Stavas	6/22/2019 09:15 - 10:30 AM	1.00
Fall Legal Seminar Beaumont - 2019	Beaumont, TX	
Employee Compensation and Teacher Pay Raise	11/5/2019 09:00 - 10:00 AM	1.00
Public Participation at Board Meetings	11/5/2019 10:00 - 10:50 AM	0.75
Update on Student Discipline and School Safety	11/5/2019 11:00 - 11:50 AM	0.75
10 Things Boards Need to Know Now about Governance Laws	11/5/2019 12:00 - 01:00 PM	1.00
Legal and Legislative Update (Tier 3)	11/5/2019 01:10 - 02:30 PM	1.50

Region 4 Grassroots Meeting - 2020 Houston, TX



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Dee Anne Thomson
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

		<u>Date earned</u>	<u>Hours earned</u>
Grassroots Meeting - Legislative Update (Tier 3)		2/5/2020 06:30 - 08:30 PM	2.00
Governance Camp - 2020	Galveston, TX		
Thursday General Session		2/27/2020 08:00 - 09:15 AM	1.00
Teacher Incentive Allotment: Ideas for Getting Started		2/27/2020 09:30 - 10:45 AM	1.25
Leading Without Authority		2/27/2020 11:00 - 12:15 PM	1.25
Return on Investment (ROI) via Grow Your Own (GYO)		2/27/2020 01:15 - 02:30 PM	1.25
Removing Barriers in Roscoe		2/27/2020 02:45 - 04:00 PM	1.25
General Session: Student Panel and Scholarship Winners		2/28/2020 08:30 - 09:15 AM	0.75
Student Ambassadors: The Face of the District, Voice of Students, and Champions of Education		2/28/2020 09:30 - 10:30 AM	1.00
To This Day...For the Bullied and the Beautiful		2/28/2020 11:15 - 12:15 PM	1.00
TASB Board Development Services Webinar Series - 2020	varies		
"How ya Doin'?" - Checking in with Your Staff Webinar		4/23/2020 01:00 - 02:00 PM	1.00
"How ya Doin'?" - Checking in with Your Students Webinar		4/23/2020 02:30 - 03:30 PM	1.00
Personnel Issues Related to COVID-19 Webinar		5/21/2020 01:00 - 02:00 PM	1.00
Emerging Issues Affecting Governance and Education Requirements in TX with Morath Webinar		5/21/2020 04:30 - 05:30 PM	1.00
Summer Leadership Institute On Demand - 2020	Virtual		
Women in Leadership: Encouragement for Today, Inspiration for Tomorrow		6/27/2020 02:30 - 03:00 PM	1.00
Opening General Session: Rick Rigsby		6/27/2020 02:30 - 03:00 PM	1.00
Insights from Award-Winning Superintendents		6/27/2020 02:30 - 03:00 PM	1.00
Teacher Incentive Allotment: Ideas for Getting Started		6/27/2020 02:30 - 03:00 PM	1.00
Stakeholders In Chief: Holding Ourselves Accountable as the Primary Stakeholder of Our Schools		6/27/2020 02:30 - 03:00 PM	1.00
Busting Your Bubble—How to Reach and Teach Your Community		6/27/2020 02:30 - 03:00 PM	1.00
Two Books. Two Trustees. Two Takes on Board Service (Author Series)		6/27/2020 02:30 - 03:00 PM	0.75
Comfortably Secure: Creating Safe Schools		6/27/2020 02:30 - 03:00 PM	1.00
Turning It Around: Empowering a School Board to Be the Best		6/27/2020 02:30 - 03:00 PM	1.00
Candid Expressions: Board-Superintendent Teams Discuss Mutual Expectations		6/27/2020 02:30 - 03:00 PM	0.75
21st-Century Education: Are We There Yet?		6/27/2020 02:30 - 03:00 PM	0.75
At-Risk Students: Working Together for Their Success		6/27/2020 02:30 - 03:00 PM	1.00
Educational Opportunities in Texas Schools and Districts: Where Are We and Where Can We Go?		6/27/2020 02:30 - 03:00 PM	1.00
Special Education 101: What Board Members Need to Know		6/27/2020 02:30 - 03:00 PM	1.00

Other Training

Non-TASB Provided Training

School Safety	10/29/2019	1.50
Cybersecurity	6/11/2020	1.00



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Dee Anne Thomson
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

Date earned

Hours earned

Total Hours for Tier 3 **51.50**

Tier 4 - SB 1566

Date earned

Completed

TASB Board Development Services Webinar Series - 2020 varies
SB1566 Training: Governance for Improved Student Learning Webinar

5/28/2020

✓

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Lee Wallace
4/17/2019 to 10/27/2020**

Tier 2 - Team Building

Date earned

Hours earned

Other Training

Non-TASB Provided Training

Team of 8 Training	12/4/2019	3.00

Total Hours for Tier 2 **3.00**

Tier 3 - Board Development

Date earned

Hours earned

TASB Provided

TASA | TASB Convention - 2019

Dallas

Update on Student Discipline and School Safety	9/20/2019	10:15 - 11:15 AM	1.00
EC: Planning / Design Considerations and the Four Phases of Emergency Management	9/20/2019	11:30 - 11:50 AM	0.50
Friday General Session: Play@Work: Unleashing Growth Through Creativity and Innovation	9/20/2019	04:00 - 05:30 PM	1.00
[TSPRA] Social Media Bullies: Standing Up for Your District	9/21/2019	07:30 - 08:30 AM	1.00
Transgender Rights in Schools	9/21/2019	08:45 - 09:45 AM	1.00
Saturday General Session: The Power of One	9/21/2019	10:30 - 12:00 PM	1.00
TASB Delegate Assembly Caucuses	9/21/2019	12:30 - 01:45 PM	0.50
TASB Delegate Assembly	9/21/2019	02:00 - 04:00 PM	1.50

Fall Legal Seminar Austin - 2019

Austin, TX

Employee Compensation and Teacher Pay Raise	11/1/2019	09:00 - 10:00 AM	1.00
Update on Student Discipline and School Safety	11/1/2019	10:00 - 10:50 AM	0.75
Public Participation at Board Meetings	11/1/2019	11:00 - 11:50 AM	0.75
10 Things Boards Need to Know Now about Governance Laws	11/1/2019	12:40 - 01:40 PM	1.00
Legal and Legislative Update (Tier 3)	11/1/2019	01:50 - 03:20 PM	1.50

Governance Camp - 2020

Galveston, TX

Thursday General Session	2/27/2020	08:00 - 09:15 AM	1.00
The Superintendent Search Process	2/27/2020	09:30 - 10:45 AM	1.25
Leading Without Authority	2/27/2020	11:00 - 12:15 PM	1.25
Return on Investment (ROI) via Grow Your Own (GYO)	2/27/2020	01:15 - 02:30 PM	1.25
Removing Barriers in Roscoe	2/27/2020	02:45 - 04:00 PM	1.25
General Session: Student Panel and Scholarship Winners	2/28/2020	08:30 - 09:15 AM	0.75
Emerging Issues for Texas School Boards and Transgender Students	2/28/2020	09:30 - 10:30 AM	1.00
To This Day...For the Bullied and the Beautiful	2/28/2020	11:15 - 12:15 PM	1.00

TASB Board Development Services Webinar Series - 2020

varies

What Board Members Need to Know about Sexual Abuse, Sex Trafficking, and Other Maltreatment Webinar	5/14/2020	01:00 - 02:00 PM	1.00

Summer Leadership Institute On Demand - 2020

Virtual

Comfortably Secure: Creating Safe Schools	6/27/2020	02:30 - 03:00 PM	1.00



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Lee Wallace
4/17/2019 to 10/27/2020**

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
School Safety	10/29/2019	1.50
Cybersecurity	6/11/2020	1.00
Total Hours for Tier 3		25.75

<u>Tier 4 - SB 1566</u>	<u>Date earned</u>	<u>Completed</u>
TASB Board Development Services Webinar Series - 2020 varies		
SB1566 Training: Governance for Improved Student Learning Webinar	5/28/2020	✓

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Charlcya Wheeler
4/17/2019 to 10/27/2020**

<u>Tier 1 - Orientation</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Update to Texas Education Code	9/4/2019	3.00
Total Hours for Tier 1		3.00

<u>Tier 2 - Team Building</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Team of 8 Training	12/4/2019	3.00
Total Hours for Tier 2		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Spring Workshop Houston - 2019	Houston	
Student and School Safety	4/24/2019 05:30 - 06:30 PM	1.00
Bringing Civility Back to Public Discourse	4/24/2019 07:45 - 08:45 PM	1.00
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX	
Thursday General Session - Leon Logothetis	6/20/2019 08:00 - 09:15 AM	1.00
Recognizing, Responding, and Reporting: Strategies for Addressing Inappropriate Employee-to...	6/20/2019 09:30 - 10:45 AM	1.25
Navigating the Noise	6/20/2019 11:00 - 12:15 PM	1.25
Can't We All Just Get Along? Creating Board Communication Practices That Work	6/20/2019 01:30 - 02:45 PM	1.25
LeadershipTake. Action. Now.	6/20/2019 03:15 - 04:30 PM	1.25
Friday General Session - Wes Moore	6/21/2019 08:00 - 09:15 AM	1.00
Common T-Shirts Don't Make a Team	6/21/2019 11:00 - 12:15 PM	1.25
Morath/TEA Post-Legislative Report	6/21/2019 12:30 - 01:00 PM	0.50
Civilian Response to Active Shooter Events (CRASE)	6/21/2019 01:30 - 02:45 PM	1.25
Working Well Together Without Liking Each Other	6/21/2019 03:00 - 04:15 PM	1.25
Connecting the Dots	6/22/2019 08:00 - 09:00 AM	1.00
Saturday General Session - Natalie Stavas	6/22/2019 09:15 - 10:30 AM	1.00
Fall Legal Seminar Austin - 2019	Austin, TX	
Employee Compensation and Teacher Pay Raise	11/1/2019 09:00 - 10:00 AM	1.00
Update on Student Discipline and School Safety	11/1/2019 10:00 - 10:50 AM	0.75
Public Participation at Board Meetings	11/1/2019 11:00 - 11:50 AM	0.75
10 Things Boards Need to Know Now about Governance Laws	11/1/2019 12:40 - 01:40 PM	1.00
Legal and Legislative Update (Tier 3)	11/1/2019 01:50 - 03:20 PM	1.50

**Texas Association of School Boards
Continuing Education Credit Report Service**

**La Porte ISD
Charlcya Wheeler
4/17/2019 to 10/27/2020**

Tier 3 - Board Development

TASB Board Development Services Webinar Series - 2020

varies

Date earned

Hours earned

"How ya Doin'?" - Checking in with Your Staff Webinar

4/23/2020 01:00 - 02:00 PM 1.00

Summer Leadership Institute Virtual - 2020

Virtual

What Board Members Need to Know about Sexual Abuse, Sex Trafficking,
Other Maltreatment of Child

6/24/2020 06:00 - 07:00 PM 1.00

Insights from Award-Winning Superintendents

6/24/2020 07:30 - 08:30 PM 1.00

Opening General Session: Rick Rigsby

6/25/2020 08:00 - 09:00 AM 1.00

Title IX Sexual Harassment: What's New?

6/25/2020 09:30 - 10:30 AM 1.00

Why and How Latinx Leaders Are Addressing Educational Equity

6/25/2020 09:30 - 10:30 AM 1.00

Special Education 101: What Board Members Need to Know

6/25/2020 11:30 - 12:30 PM 1.00

Open Meetings and Public Comment

6/25/2020 01:30 - 02:30 PM 1.00

Leveraging Technology to Close the Student Opportunity Gap

6/25/2020 01:30 - 02:30 PM 1.00

Cybersecurity Threats Targeting Education

6/26/2020 08:30 - 09:30 AM 1.00

Looking Back in Order to Understand What Lies Ahead: Lessons from the
Virtual Classroom

6/26/2020 11:30 - 12:30 PM 1.00

Candid Expressions: Board-Superintendent Teams Discuss Mutual
Expectations

6/26/2020 11:30 - 12:30 PM 1.00

Coping With Covid: How Students in TX and Around the Nation are Leading in
the Face of COVID-19

6/26/2020 01:30 - 02:30 PM 1.00

Other Training

Non-TASB Provided Training

School Safety

10/29/2019 1.50

Cybersecurity

6/11/2020 1.00

Total Hours for Tier 3 35.75

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



VIII. District COVID-19 Response Team Update

IX. Return to Learn Proposal

X. Public Hearing for the District's Financial Integrity Rating System of Texas (FIRST) for the 2018-2019 Fiscal Year

26

Rhonda Cumbie, chief financial officer

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Conduct a Public Hearing for the District's Financial Integrity Rating System of Texas (FIRST) for the 2018-2019 fiscal year.

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: FIRST is an assessment of financial accountability for Texas school district developed by the Texas Education Agency. The primary goal is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The Schools FIRST accountability rating system assigns one of four ratings with the highest being "A-Superior", followed by "B-Above-Standard", "C-Meets Standard", and "F-Substandard Achievement. La Porte ISD received Superior Achievement for the eighteenth year in a row.

An additional requirement is the district will advertise and hold a public meeting to distribute a financial management report as a result of the rating. The public hearing will be held at this board meeting.

ADMINISTRATIVE RECOMMENDATION: N/A

ATTACHMENTS: FIRST Financial Report

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Rhonda Cumbie, Chief Financial Officer

RECOMMENDED MOTION: N/A



Annual Financial Management Report And School FIRST Rating

**La Porte Independent School District
November 10, 2020**



La Porte Independent School District

1002 San Jacinto Street – La Porte, Texas 77571

November 10, 2020

Table of Contents

	Page
Transmittal Letter	3
What is FIRST?	4
FIRST Statewide Summary.....	5
School FIRST Rating Worksheet	6
Responses to Base Indicators	9
Exhibits	12



1002 San Jacinto Street
La Porte, Texas 77571

La Porte Independent School District

Walter G. Jackson
Superintendent of Schools

(281) 604-7001
Fax (281) 604-7010
lpisd.org

November 10, 2020

Mr. Lee Wallace, President
Members of the Board of Trustees
La Porte Independent School District
La Porte, Texas

Dear Mr. Wallace and Members:

Senate Bill 218 of the 77th Legislature (2001) authorized the implementation of the Financial Integrity Rating System of Texas, officially known as School FIRST. This law requires each school district to prepare and distribute an annual financial management report, and to provide the public an opportunity to comment on the report at a public meeting. The annual financial management report must include a description of the district's financial management performance based on a comparison of the district's performance on the indicators provided by the Texas Education Agency (TEA). Major changes to the School FIRST system were implemented by the Texas Education Agency in August 2015 that combined financial indicators with financial solvency indicators, in accordance with House Bill 5, 83rd Texas Legislature, Regular Session, 2013. The primary goal of the School FIRST is achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

School FIRST was developed by TEA in consultation with the Texas Comptroller of Public Accounts, Texas Business & Education Council (TBEC), Texas Association of School Business Officials (TASBO), Texas Schools Public Relations Association (TSPRA) and other professional organizations.

The Texas Education Agency again changed the rating system back to four ratings with letter grades associated to each rating. The highest rating being "A-Superior", followed by "B-Above Standard", "C-Meets Standard", and "F-Substandard Achievement". The rating system for 2014-15 was a two-tier rating system of either "P" for "Pass" or "F" for "Substandard Achievement". Prior to the 2014-2015 rating year, the Schools FIRST accountability rating system assigned one of four financial accountability ratings to Texas school districts, with the highest being "Superior Achievement," followed by "Above-Standard Achievement," "Standard Achievement" and "Substandard Achievement." La Porte ISD achieved the rating of Superior Achievement for the 2013-2014 rating year and eleven prior years. For the 2014-2015 rating year La Porte ISD received the rating of P. For the 2018-2019 and prior 2017-2018 and 2015-2016 rating La Porte ISD received the rating of A-Superior.

This report includes a copy of the worksheet TEA used to determine the rating along with the District's responses to the indicators and other relevant information that expands on the indicators.

Respectfully submitted,

Rhonda Cumbe

Rhonda Cumbe
Chief Financial Officer

La Porte Independent School District

What is School FIRST?

- ❖ **School FIRST is the Financial Integrity Rating System of Texas.**
- ❖ **This is the eighteenth year that the financial health of every school district in Texas has been evaluated.**
- ❖ **School Finance Systems: The primary goal of School FIRST is to achieve quality performance in the management of each school district's financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.**
- ❖ **School districts are required to hold a public meeting to publicize the district's financial report and rating.**
- ❖ **School FIRST accountability rating assigns one of the following financial accountability ratings to Texas school districts:**
 - **A-Superior**
 - **B-Above Standard**
 - **C-Meets Standard**
 - **F-Substandard Achievement**
- ❖ **Districts with a F-Substandard Achievement must file a corrective plan with the Texas Education Agency.**



Financial Integrity Rating System of Texas Statewide Summary`

2018 -2019 Rating Counts

Ratings	Count	% Total	Enrollment	% Total Enrollment
A-Superior	895	87.75 %	4,808,043	94.38%
B-Above Standard	82	8.04 %	181,947	3.57%
C-Meets Standard	33	3.24%	52,771	1.04%
F-Substandard Achievement	10	0.98%	51,408	1.01%
TOTAL	1,020	100.00 %	5,094,169	100.00 %

Last Updated: Friday, August 7, 2020



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: LA PORTE ISD(101916)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 90	Passing Score: 60

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	3/31/2020 1:13:19 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	3/31/2020 1:13:19 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	3/31/2020 1:13:19 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note</u>	3/31/2020 1:13:20 PM	Yes

	<u>even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>		
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	3/31/2020 1:13:20 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	3/31/2020 1:13:20 PM	10
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	3/31/2020 1:13:21 PM	6
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</u>	3/31/2020 1:13:21 PM	4
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	3/31/2020 1:13:21 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/31/2020 1:13:23 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/31/2020 1:13:23 PM	10
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/31/2020 1:13:24 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in</u>	3/31/2020 1:13:25 PM	10

	<u>the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>		
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/31/2020 1:13:26 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/31/2020 1:13:26 PM	10
			90 Weighted Sum
			1 Multiplier Sum
			90 Score

DETERMINATION OF RATING

A.	Did the district answer ' No ' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points. (Indicators 6-15)		
	A = Superior		90-100
	B = Above Standard		80-89
	C = Meets Standard		60-79
	F = Substandard Achievement		<60
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation / consolidation.			

La Porte Independent School District

1002 San Jacinto Street, La Porte, Texas 77571

Responses to Base Indicators

Rating Worksheet

This is the eighteenth year of School FIRST (Financial Accountability Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency (TEA) in response to Senate Bill 875 of the 76th Texas Legislature in 1999. The primary goal of School FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The following 15 criteria were used by TEA to rate the school districts. The following are the responses to the questions used to assess the District's financial management condition.

1. **Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively? Yes**
The AFR was approved by the Board on November 19, 2019 and filed with the TEA November 20, 2019.
2. **Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A, or to both indicators 2.A and 2.B.**
2.A Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.) Yes
2.B Did the external independent auditor report that the AFR was free of an instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) Yes
When the Annual Financial Report is audited by independent auditors, they issue an opinion stating that the financial statements are fairly presented and free of material misstatements. The affirmation of this process is indicated by issuance of an unmodified opinion by the auditors. A modified opinion generally means that there needs to be some type of corrective action taken on reporting of the District assets or its internal controls. The District has received Unqualified/Unmodified Opinions from its independent auditors for many years.
3. **Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not**

related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (=person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt. Yes

The district was in compliance with all payment terms of all debt agreements at fiscal year-end.

- 4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? Yes**

The district made timely payments to all government agencies.

- 5. This indicator is not being scored.**

- 6. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? 10**

The number of days of cash on hand must be above 90 days to receive highest ranking of 10. The district's number of days of cash on hand was 161.0935.

- 7. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? 6**

The current assets to current liabilities ratio must be a 3 or above to receive highest ranking of 10, the district's ratio was 2.2691 which is a rating of 6. The ratings are 10, 8, 6, 4, 2 and 0.

- 8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) 4**

The ratio of long-term liabilities to total assets must be below 0.60 to receive the highest rating of 10. The district's ratio is 0.8683 which is a rating of 4. The ratings are 10, 8, 6, 4, 2 and 0.

- 9. Did the district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? 10**

The district's general fund revenues exceeded expenditures and the district's number of days of cash on hand was 161.0935, which exceeded the 60-day requirement.

- 10. Was the debt service coverage ratio sufficient to meet the required debt service? 10**

The ratio must be above 1.20 to receive the highest rating of 10. The district's ratio was 1.2081.

- 11. Was the school district's administrative cost ratio equal to or less than the threshold ratio? 10**

La Porte Independent School District had an administrative cost ratio of .0865. The cost ratio has to be below 0.1000 for a district our size to receive 10 points.

- 12. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.) 10**

The district did not have a 15 percent decline in the student to staff ratio over 3 years. The percent change for the district was 5.81 percent.

- 13. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? 10**

The comparison of data submitted to the Texas Education Agency through its Public Education Information Management System (PEIMS) resulted in less than 3% variance from the annual financial report. La Porte Independent School District had a 0% variance.

- 14. Did the external independent auditor report that the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.) 10**

The District's AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.

- 15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of financial hardship? 10**

The District did not receive an adjusted repayment schedule for an over allocation of Foundation School Program (FSP) funds.

School FIRST Annual Financial Management Report La Porte Independent School District

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(o). Effective 8/6/2015. The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months. Contract Attached

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30, 2020

<u>Description of Reimbursements</u>	Superintendent Graham	Superintendent Jackson	Board Member Green	Board Member Janda	Board Member Rogerson	Board Member Slate	Board Member Thomson	Board Member Wallace
Meals	\$ 54.79	\$ -	\$ 40.00	\$ 27.22	\$ 80.00	\$ -	\$ 22.00	\$ 164.00
Lodging	1,103.16	-	525.48	525.48	456.20	-	167.86	1,012.68
Transportation	972.83	-	349.16	305.08	-	-	38.12	943.44
Motor Fuel	-	-	-	-	-	-	-	-
Other	8,755.20	195.00	830.00	645.00	920.00	890.00	890.00	1,255.00
Total	\$ 10,885.98	\$ 195.00	\$ 1,744.64	\$ 1,502.78	\$ 1,456.20	\$ 890.00	\$ 1,117.98	\$ 3,375.12

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:
 Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
 Lodging - Hotel charges.
 Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
 Motor fuel – Gasoline.
 Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period

Ended June 30, 2020

<u>Name(s) of Entity(ies)</u>	Amount Received
	\$ -
Total	<u>\$ -</u>

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period

Ended June 30, 2020

	Superintendent Graham	Board Member Green	Board Member Janda	Board Member Rogerson	Board Member Slate	Board Member Thomson	Board Member Wallace	Board Member Wheeler
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period

Ended June 30, 2020

	Board Member Green	Board Member Janda	Board Member Rogerson	Board Member Slate	Board Member Thomson	Board Member Wallace	Board Member Wheeler
Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

**LA PORTE INDEPENDENT SCHOOL DISTRICT
EMPLOYMENT CONTRACT**

THE STATE OF TEXAS §
 §
COUNTY OF HARRIS §

This Contract ("Contract") is by and between the Board of Trustees ("Board") of the La Porte Independent School District ("District") and Dr. Walter Jackson ("Dr. Jackson" or "Superintendent").

WITNESSETH:

WHEREAS, at a meeting of the Board on June 3, 2020, Dr. Jackson was offered a Contract as Superintendent of Schools; and

WHEREAS, Dr. Jackson has accepted the offer of a Contract;

NOW, THEREFORE, pursuant to the authority of Section 11.201 of the Texas Education Code and the general laws of the State of Texas, the Board and Dr. Jackson agree as follows:

1. TERM

1.1 The Board, by and on behalf of the District, employs Dr. Jackson, and Dr. Jackson accepts employment as Superintendent of Schools for the District, for a term commencing on July 1, 2020, and ending on June 30, 2024. For each year under the Contract, the contract year shall be from July 1 through June 30 and will encompass two hundred and forty (240) duty days. Between June 10, 2020 and June 30, 2020, Dr. Jackson shall serve as a non-employee Consultant to the District as Superintendent Elect.

1.2 During the month of January of each year of this Contract or at any other time during the term of this Contract, the Board shall consider extension of the Contract and may, in its sole discretion, extend the term of this Contract for additional years as authorized by law, with the Superintendent's acceptance of such extension. The Superintendent does not have a property or liberty interest, or any other legally recognized and protected interest or expectation, in such

extension by the Board. In the event that the Contract is extended, the Superintendent's compensation and benefits will be as set forth herein, unless the parties agree to a different compensation and benefits in the form of a written addendum or new contract.

2. EMPLOYMENT

2.1 **Duties.** The Superintendent is the chief executive officer of the District and shall faithfully perform the duties of Superintendent of Schools for the District as prescribed in the job description and as may be lawfully assigned by the Board, and shall comply with all lawful Board directives, state and federal laws, and lawful District policies, rules, and regulations as they exist or may hereafter be adopted or amended. Except as provided in this Contract, the Superintendent agrees to devote his time, skill and energy to the performance of these duties in a faithful, diligent and efficient manner. The Superintendent may reasonably perform these duties from home or remotely, as necessary. During the time period that Dr. Jackson serves as Superintendent Elect, he shall be the Superintendent's official designee in all matters.

2.2 **Professional/Civic Activities.** During the Superintendent's employment with the District, the Superintendent shall attend and participate in appropriate professional meetings at the local, state, and national levels, and will be reimbursed by the District for the reasonable expenses for such attendance, including membership fees and dues of the Superintendent in such organizations, from funds budgeted for that purpose by the Board. The Superintendent may hold offices or accept responsibilities in these professional organizations, provided that such meetings, offices and/or responsibilities do not interfere with the performance of his duties as Superintendent.

2.3 **Writing, Teaching, and Speaking Activities.** The Superintendent shall be permitted to undertake writing, teaching, and speaking activities, provided that these activities do not interfere with the performance of his duties as Superintendent, with prior notice to and

consent of the Board President prior to undertaking any such activities. Also, the Superintendent shall be allowed to retain any compensation received from these writing, teaching, and speaking activities.

2.4 **Professional Certification and Records.** This Contract is conditioned on the Superintendent's obtaining, providing and maintaining valid and appropriate certification, or other waiver, permit or authorization to act as a superintendent in the state of Texas as prescribed by the laws of the state of Texas and the rules and regulations of the Texas Education Agency and/or the State Board for Educator Certification. The Superintendent must also file any other records required for the personnel files and for payroll purposes. Failure to provide or maintain necessary certification shall render this Contract void, and any material misrepresentation in the records shall be grounds for termination.

2.5 **Reassignment.** The Superintendent may not be reassigned from the position of Superintendent to another position without the Superintendent's written consent.

2.6 **Employment of Staff.** In accordance with Sections 11.201 and 11.1513, Texas Education Code, the Board by policy may delegate to the Superintendent the authority to determine the terms of employment with the District. Specifically, the Superintendent has been delegated the authority to employ all non-contract staff for positions authorized by the Board and to direct, assign, reassign and transfer all staff in the manner that in his judgment best serves the District, subject to guidelines established in policy by the Board. Further, the Superintendent has been delegated the authority to terminate all non-contract staff.

2.7 **Board Meetings.** Unless otherwise prohibited by law, the Superintendent shall attend, and shall be permitted to attend, all meetings of the Board, both public and closed, with the exception of those closed meetings devoted to the consideration of any action or lack of action on this Contract or the Superintendent's salary and benefits as set forth in this Contract, or

the Superintendent's evaluation, or for purposes of resolving conflicts between individual Board members, or when the Board is acting in its capacity as a tribunal. In the event of illness or Board President-approved absence, the Superintendent's designee shall attend meetings.

2.8 **Criticisms, Complaints and Suggestions.** The Board, individually and collectively, shall refer in a timely manner all substantive criticisms, complaints, and suggestions called to the Board's attention either: (a) to the Superintendent for study and/or appropriate action, and the Superintendent shall refer such matter(s) to the appropriate District employee or shall investigate such matter(s) and shall within a reasonable time inform the Board of the results of such efforts; or, (b) to the appropriate complaint resolution procedure as established by Board policies.

3. COMPENSATION AND SALARY

3.1 **Annual Base Salary.** The Superintendent shall be paid an annual base salary in the sum of Two Hundred Sixty Thousand and no/100 Dollars (\$260,000.00) for the contract year beginning on July 1, 2020, and ending on June 30, 2021. Between June 10, 2020 and June 30, 2020, on days that he consults for the District, he shall be paid a daily rate based on his 2020-2021 annual salary. For subsequent budget years during the term of this Contract and any extensions thereof, the Superintendent's salary shall be increased annually by the average percentage raise, if any, given to fulltime classroom teachers in the District. The Board also retains the right to increase the Superintendent's salary at any other time, in the sole discretion of the Board.

3.2 **Business Expenses.** The District will pay or reimburse the Superintendent for reasonable and necessary reimbursable expenses incurred by the Superintendent in the continuing performance of the Superintendent's duties under this Contract, from funds budgeted for that purpose by the Board. The District agrees to pay the reasonable and necessary actual and

incidental costs incurred by the Superintendent for travel; such costs may include, but are not limited to, airline tickets, hotels and accommodations, meals, rental car, and other expenses incurred in the performance of the business of the District. The Superintendent shall comply with all policies, procedures and documentation requirements in accordance with Board policies and established procedures. Annually, the Superintendent's travel and business expenses will be subject to review by the District's independent auditors.

3.3 **Automobile/Automobile Expense.** The District shall pay the Superintendent an amount of One Thousand Dollars (\$1,000.00) per month during the Superintendent's employment with the District to pay for a vehicle, insurance, repair, maintenance, fuel and other expenses of operating a vehicle. The Superintendent shall maintain liability insurance for his car of not less than the amount of \$250,000 (bodily injury liability – each person); \$500,000 (bodily injury liability – each accident); \$100,000 (property damage liability – each accident). This vehicle may be used for personal and business purposes. This monthly payment shall be made in equal periodic payments at the same time as payment of the Superintendent's base salary. The Superintendent may be reimbursed for travel in his vehicle outside of the Region 4 Education Service Center area at the District's approved reimbursement rate for travel on District business outside of the District.

3.4 **Health, Disability, and Other Insurance.** Except as otherwise provided in this Contract, the District will pay for coverage for group health and hospitalization, dental and vision insurance for the Superintendent on the same basis as other 12-month administrative employees of the District. Also, during the Superintendent's employment with the District, the Superintendent will purchase and maintain a twenty (20) year term life insurance policy, with a face amount of One Million Dollars (\$1,000,000.00). The Superintendent will own the policy and have the sole discretion to designate the beneficiary(ies) under the policy. The District will

reimburse the Superintendent for payments in an amount reasonable and necessary to cover the premium cost of such policy.

3.5 **Information Technology/Communications Allowance.** The District shall pay the Superintendent an amount of Two Hundred Dollars (\$200.00) per month during the Superintendent's employment with the District for an information technology/communications allowance to provide him with a portable cellular telephone and/or personal digital assistant (PDA) with nationwide coverage, computer, fax machine, internet communication, or any other technical equipment for the Superintendent's use at his home for District business and personal use. This payment shall be made in equal periodic payments at the same time as payment of the Superintendent's base salary.

3.6 **Vacation and Holidays.** Except as provided in this Section, the Superintendent shall have the same duty days, shall have the same accrual of days, and shall observe the same District holidays as those observed by administrative employees on 12-month contracts with two-hundred and forty (240) duty days. In addition to the vacation, holidays and accrual of days granted administrative employees on 12-month contracts with two-hundred and forty (240) duty days, the Superintendent shall accrue and may take, at the Superintendent's choice, 10 additional days of vacation per year of this Contract. The Superintendent may accrue up to thirty (30) days of unused vacation, in addition to those unused days that may be accrued by administrative employees on 12-month contracts with two-hundred and forty (240) duty days. At any time during the current tax year, the Superintendent, at his sole option, may surrender up to an additional five (5) days of his accrued vacation, in up to three (3) separate requests, and the Superintendent's account reflecting his accumulated vacations days shall be reduced accordingly; the District shall pay the Superintendent for any such surrendered days at his current daily rate of pay, based on two-hundred and forty (240) days of service per year, such

payment to be made within thirty (30) days of the date the Superintendent surrenders the accrued days (less applicable deductions, including withholding taxes). Upon termination of employment, any remaining unused vacation days accumulated by the Superintendent during his employment by the District will be paid in a lump sum to the Superintendent or his survivors at the Superintendent's then current daily rate of pay based on two-hundred and forty (240) days of service per year, within thirty (30) days of the termination date (less applicable deductions, including withholding taxes). The vacation days taken by the Superintendent will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract, with prior notice to the Board President before taking such leave.

3.7 **Personal and Sick Leave.** The Superintendent will have the same personal and sick leave benefits as authorized by Board policies for administrative employees on 12-month contracts. The Superintendent may accumulate personal and sick leave days without limit.

3.8 **Annual Physical Examination.** The Superintendent shall undergo an annual physical examination performed by the Superintendent's primary care physician, or other physician selected by the Superintendent and approved by the Board President, such approval not to be unreasonably withheld. The physician shall submit a confidential statement to the Board President verifying the Superintendent's fitness to perform the essential functions of his job, and copies of all such statements shall be confidential to the extent permitted by law. The District shall pay the reasonable costs of each annual physical examination. The examination shall be performed on or before January 31 of each year of this Contract, unless otherwise mutually agreed to by the Superintendent and Board President. Any other health information obtained by Board members about the Superintendent through sources other than the annual physical shall be kept strictly confidential, to the greatest extent permitted by law.

3.9 **Teacher Retirement System of Texas.** The District shall pay the Superintendent a salary supplement in an amount equal to the Superintendent's portion of the monthly contribution to the Teacher Retirement System of Texas ("TRS") required for the Superintendent. This additional salary supplement shall be paid to the Superintendent by regular payroll installments and shall be reported as creditable compensation by the District for purposes of TRS.

4. **ANNUAL PERFORMANCE GOALS**

4.1 **Development of Priorities.** During each year of this Contract, the Superintendent and the Board President shall develop and submit for the Board's consideration and approval a proposed list of priorities within the Board's goals for the District. The priorities approved by the Board shall be reduced to writing and shall be among the criteria on which the Superintendent's performance will be reviewed and evaluated.

4.2 **Review of Performance.** The Board shall formally evaluate and assess the performance of the Superintendent in writing in June of each year of this Contract or at another mutually agreed upon time during each year of this Contract. The evaluation of the Superintendent shall at all times be conducted by the Board in closed session unless the Board and Superintendent agree that it shall be held in open session, and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel. The evaluation and assessment shall be related to the duties of the Superintendent as outlined in the Superintendent's job description and the annual priorities within the Board's goals.

4.3 **Evaluation Format and Procedure.** The evaluation format and procedure shall be in accordance with the evaluation instrument selected by the Board in accordance with the

Board's policies, and state and federal law. In the event the Board deems that the evaluation instrument, format and/or procedure is to be modified by the Board and such modifications would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.

5. TERMINATION OF EMPLOYMENT CONTRACT

5.1 **Mutual Agreement.** This Contract may be terminated by mutual agreement of the Superintendent and the Board in writing upon such terms and conditions as may be mutually agreed upon.

5.2 **Retirement or Death.** This Contract shall be terminated upon the retirement or death of the Superintendent.

5.3 **Dismissal for Good Cause.** The Board may dismiss the Superintendent during the term of the Contract for good cause. The term "good cause" is defined as follows:

- a. Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;
- b. Incompetence or inefficiency in the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written communication from the Board; provided, however, the terms and conditions of this paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any incompetency or inefficiency;
- c. Insubordination or failure to comply with lawful Board directives;
- d. Willful failure to comply with written Board Policies or District administrative regulations;
- e. Neglect of duties;
- f. Drunkenness or excessive use of alcoholic beverages;
- g. Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act;
- h. Conviction of a felony or crime involving moral turpitude;

- i. Failure to meet the District's standards of professional conduct;
- j. Failure to comply with reasonable District professional development requirements regarding advanced course work or professional development;
- k. Immorality, which is conduct not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude or indicative of corruption, indecency or depravity;
- l. Assault on an employee or student;
- m. Knowingly falsifying records or documents related to the District's activities;
- n. Conscious misrepresentation of material facts to the Board or other District officials in the conduct of the District's business;
- o. Failure to fulfill requirements for superintendent certification;
- p. Failure to fulfill the requirements of a deficiency plan;
- q. Any other reason constituting "good cause" under Texas law.

5.4 **Disability**. In the event the Superintendent shall become physically or mentally unable to perform the essential functions of his job as Superintendent, the Board, at its option, may terminate this Contract and the employment of the Superintendent. Verification of the illness or disability of the Superintendent shall be required whenever a majority of the Board requests it. Verification shall be by a physician designated by the Board and Superintendent; however, should the Board and Superintendent be unable to agree, the physician shall be the physician chosen under Section 3.8. Should the Superintendent be terminated due to such physical or mental disability, the Superintendent shall receive semi-monthly payments, commencing on the first regular payday of the District following such termination of employment, for a period of one (1) year, in an aggregate amount equal to one (1) year of his annual base salary (less applicable deductions, including withholding taxes), and a continuation of the District's payment for the health and major medical insurance for the Superintendent, set out in Section 3.4, for a period of one (1) year from the date of termination. Except for the

payments set out herein, disability income protection and life insurance policy benefits set out in Section 3.4 plus the amounts for vacation leave under Section 3.6, the District shall have no further liability to the Superintendent for any other compensation or benefits.

5.5 **Termination Procedure.** In the event that the Board proposes to terminate this Contract for good cause, the Superintendent shall be afforded the rights as set forth in the Board's policies and applicable state and federal law.

5.6 **Nonrenewal of Contract.** Except as otherwise provided herein, nonrenewal of this Contract shall be in accordance with Board policy and applicable law.

5.7 **Professional Liability.** The District shall indemnify, defend, and hold the Superintendent harmless regarding any civil claims, demands, duties, actions or other legal, administrative and/or investigative proceedings against the Superintendent for any act or failure to act involving the exercise of judgment and discretion within the normal course and scope of his duties as Superintendent of the District, to the fullest extent permitted by law, except as provided in this Section 5.7. The District has no obligation to indemnify, defend, or hold the Superintendent harmless regarding any claims, demands, duties, actions or other legal proceedings against the Superintendent if the Superintendent admits in writing or under oath, or is found by a court of competent jurisdiction: (i) to have acted with gross negligence or malice; (ii) to have acted with the intent to violate a person's clearly established legal rights; or (iii) to have engaged in criminal conduct.

The District shall pay or advance the attorney's fees, expenses and costs reasonably necessary to defend the Superintendent in any civil claims, demands, duties, actions or other legal, administrative and/or investigative proceedings against the Superintendent in which the Superintendent is alleged: (i) to have acted with gross negligence or malice; (ii) to have acted

with intent to violate a person's clearly established legal rights; or (iii) to have engaged in criminal conduct.

If the Superintendent admits in writing or under oath, or is found by a court of competent jurisdiction: (i) to have acted with gross negligence or malice; (ii) to have acted with intent to violate a person's clearly established legal rights; or (iii) to have engaged in criminal conduct, then the Superintendent will promptly reimburse the District all sums paid or advanced by the District to defend the Superintendent in the court proceeding in which such admission or finding is made.

In the case of any criminal proceeding arising out of the Superintendent's responsibilities as Superintendent or other actions against the District, the District shall pay or advance the attorneys' fees, expenses and costs reasonably necessary to defend the Superintendent in any criminal claims, demands, duties, actions or legal, administrative or investigative proceedings against the Superintendent. If the Superintendent admits in writing or under oath or is found by a court of competent jurisdiction to have engaged in criminal conduct, then the Superintendent will promptly reimburse the District all sums paid or advanced by the District to defend the Superintendent in court.

The District may fulfill its obligation under this Section 5.7 by: (i) purchasing appropriate insurance coverage for the benefit of the Superintendent, and provided that the insurance coverage is acceptable to the Superintendent; or (ii) including the Superintendent as a covered party under any errors and omissions insurance coverage purchased for the protection of the Board and the professional employees of the District, provided that the insurance coverage insures all of the Superintendent's actions or lack of actions that the District would otherwise be obligated to indemnify and hold harmless the Superintendent under this Section 5.7.

If the Superintendent does not consent to being represented by the same counsel representing the District in any proceeding the District is obligated to defend (or to pay or advance the costs of defending) under this Section 5.7, then the Superintendent may elect to be represented in such proceeding by independent counsel. In such event, the District will pay or advance the attorney's fees, expenses and costs reasonably necessary for the independent counsel to defend the Superintendent, subject to the provisions of this Section 5.7.

The Superintendent agrees to provide reasonable assistance to and cooperate with the District, its Trustees, agents, employees and attorneys in response to any legal proceeding or claims brought against the District. The Superintendent's obligation under this paragraph shall continue after the termination of this Contract; provided the District reimburses the Superintendent for the reasonable and necessary expenses incurred and any salary lost as a result of the Superintendent's assistance. If the Superintendent is not employed, the District will reimburse the Superintendent at his daily rate, calculated by dividing his annual base salary (section 3.1) by 226.

No individual member of the Board shall be personally liable for indemnifying, defending or holding harmless the Superintendent, or for any other obligation assumed by the District.

The District's obligation to indemnify the Superintendent and to provide a legal defense for the Superintendent under this Section 5.7 survives the termination of this Contract.

6. MISCELLANEOUS PROVISIONS

6.1 **Controlling Law.** This Contract shall be governed by the laws of the state of Texas, and it shall be performable in Harris County, Texas, unless otherwise provided by law. Venue for any dispute concerning the interpretation or enforcement of this Contract shall be in Harris County, Texas.

6.2 **Complete Agreement.** This Contract embodies the entire agreement between the parties, and except as expressly provided herein, it cannot be varied except by written agreement of the parties.

6.3 **Savings Clause.** In the event any one or more of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein. This Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

6.4 **Conflicts.** In the event of any conflict between the terms, conditions and provisions of this Contract and the provisions of the Board's policies, or any permissive state or federal law, then, unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the Contract.

LA PORTE INDEPENDENT SCHOOL DISTRICT

ATTEST:

By:

Lois Rogerson

Lois Rogerson
Secretary, Board of Trustees

Date:

6/9/2020

By:

Lee Wallace

Lee Wallace
President, Board of Trustees

Date:

6-9-20

By:

Walter B. Jackson

Dr. Walter Jackson
Superintendent of Schools

Date:

June 9, 2020

XI. Consent Agenda

A. Determine and Approve any Consent Agenda Items.

B. Approve Board Meeting Minutes

1. Regular Board Meeting Minutes, October 13, 2020

56

Minutes of Regular Meeting

The Board of Trustees La Porte Independent School District

A Regular Meeting of the Board of Trustees of La Porte Independent School District was held Tuesday, October 13, 2020, beginning at 5:00 PM in the Board Room of the Administration Building, at 1002 San Jacinto St., La Porte, TX 77571.

In attendance were:

Board Members:

Lee Wallace, board president; Dennis Slate, board vice president; Lois Rogerson, board secretary; Kathy Green, David Janda, Dee Anne Thomson and Charlcya Wheeler

District:

Superintendent Dr. Walter Jackson, Dr. Linda Wadleigh, Mike Clausen and Rhonda Cumbie

I. Call to Order

CALL TO ORDER and an announcement by the president that a notice of the meeting has been posted in a manner required by law, and that a quorum is present.

Board President Wallace called the meeting to order at 5:08 PM and established a quorum. All members of the Board of Trustees were in attendance.

Charlcya Wheeler attended the meeting virtually.

II. Closed Meeting from 5:00 to 6:00 PM

Trustees Lee Wallace, Dennis Slate, Lois Rogerson, Kathy Green, David Janda, Dee Anne Thomson and Charlcya Wheeler convened to closed session at 5:09 PM along with Superintendent Walter Jackson and Chris Gilbert, La Porte ISD general counsel, in accordance with Texas Government Code Sections 551.071 and 551.074.

Mrs. Wheeler attended closed session virtually.

III. Reconvene from Closed Meeting 6:00 PM

President Wallace reconvened the meeting to open session at 6:09 PM.

IV. Pledge and Invocation

A. Pledge of Allegiance to the United States and Texas Flags.

B. Invocation was given by Dr. Walter Jackson, superintendent of schools.

V. Board Recognitions

A. Student Recognitions

The Board of Trustees recognized La Porte High School student Anthony Sommer who was named a National Merit Semi-Finalist. They also recognized the La Porte High School Student Council for being recognized and awarded for outstanding achievement by the Texas Association of Student Councils, as well as La Porte High School teacher Tiffany Vaughn and her La Porte High School Interact Club for being honored by The Rotary Club of La Porte with the Platinum Presidential Citation Award.

In addition, October is National Principals' Month, providing school board members an opportunity to thank La Porte ISD campus administrators for their hard work and dedication to students.

VI. Public Comments

The Board will now hear those who wish to make comments and who have completed and returned the Public Comment Participation Request. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Complaints and concerns, for which other resolution channels are provided, shall be directed through those channels.

The Board of Trustees heard from Luis Adrian Ruiz regarding alleged "bullying", Kathleen Oian regarding school board candidates and attitudes shown, as well as comments submitted via the online Public Comment Participation Request Form by Kaia Flowers, Kelly Greenawalt and Stephanie Bellew regarding cyber bullying.

VII. Reports

A. Superintendent's Report

1. 100 Day Report and Reflection

Superintendent Jackson presented to the Board of Trustees an overview of his first 100 days in his role as La Porte ISD's superintendent of schools. His report covered several areas including academics, budget, health and safety and relationships and planning.

VIII. La Porte Independent School District Instructional Models Update - Face-to-Face/Virtual

Deputy Superintendent, Dr. Linda Wadleigh, along with Executive Directors of Education, Jewel Whitfield and Danette Tilley presented to the Board of Trustees an update on the La Porte Independent School District Face-to-Face and Virtual Instructional Models. This update included student enrollment data and findings based on the first six weeks of the secondary grading period and progress reports for elementary students in each instructional model.

IX. Consent Agenda

A. Determine and Approve any Consent Agenda Items.

Board President Wallace reviewed items for consideration on the Consent Agenda with the Board. It was determined that items IX. B. 1, C. 1-14, D, E, F, G, H, K, L, M, N and O would be considered as Consent Agenda items.

Mrs. Green made a motion, second by Mrs. Rogerson to approve the Consent Agenda as listed.

The motion passed by a vote of 7 to 0.

B. Approve Board Meeting Minutes. [Consent Agenda]

1. Regular Board Meeting Minutes, September 8, 2020 [Consent Agenda]

C. Receive Principal Reports. [Consent Agenda]

- 1. Early Childhood Center [Consent Agenda]**
- 2. Bayshore Elementary [Consent Agenda]**
- 3. College Park Elementary [Consent Agenda]**
- 4. Heritage Elementary [Consent Agenda]**
- 5. Jennie Reid Elementary [Consent Agenda]**
- 6. La Porte Elementary [Consent Agenda]**
- 7. Leo A. Rizzuto Elementary [Consent Agenda]**
- 8. Lomax Elementary [Consent Agenda]**
- 9. James H. Baker Sixth Grade Campus [Consent Agenda]**
- 10. La Porte Junior High [Consent Agenda]**
- 11. Lomax Junior High [Consent Agenda]**
- 12. La Porte High School [Consent Agenda]**
- 13. La Porte ISD Academy of Viola DeWalt High School [Consent Agenda]**
- 14. La Porte ISD DAEP [Consent Agenda]**

D. Receive Financial Reports for September 2020. [Consent Agenda]

E. Receive Human Resources Report. [Consent Agenda]

F. Receive 2020-2021 District Improvement Plan and Campus Improvement Plans. [Consent Agenda]

G. Approve Budget Amendment. [Consent Agenda]

H. Approve Employment of Professional Staff. [Consent Agenda]

I. Approve Transportation Services from ALC Schools, LLC.

Mrs. Thomson made a motion, second by Mrs. Green to approve transportation services from ALC Schools, LLC.

After discussion, the motion passed by a vote of 7 to 0.

J. Approve Purchase of Document Cameras.

Mrs. Green made a motion, second by Mrs. Rogerson to approve the purchase of document cameras.

After discussion, the motion passed by a vote of 7 to 0.

- K. Approve Interlocal Contract with Goose Creek CISD for Property Tax Collection Services.** [Consent Agenda]
- L. Approve Interlocal Contract with Harris County Regarding Operation Connectivity Funding.** [Consent Agenda]
- M. Approve Revised Version of District Multi-Hazard Emergency Operations Plan, Continuity of Operations Plan and Infectious/Communicable Disease Annex.** [Consent Agenda]
- N. Approve Second Reading and Adoption of TASB Local Policy Update 115 Affecting Local Policies: BF (LOCAL), DIA (LOCAL), DMD (LOCAL), EI (LOCAL), FB (LOCAL), FD (LOCAL), FEB (LOCAL), FFG (LOCAL), FFH (LOCAL), FMF (LOCAL), FNG (LOCAL) and GF (LOCAL).**
[Consent Agenda]
- O. Adopt a Resolution (No. 2020-16) Providing Compensation for Staff During the Closure Related to Tropical Storm Beta for September 21, 2020 and September 22, 2020.** [Consent Agenda]
- P. Consider La Porte ISD Distinguished Alumni-Citizen Nominations.**

Mr. Janda made a motion, second by Mrs. Thomson to consider the La Porte ISD Distinguished Alumni-Citizen nominations.

Mrs. Green respectfully requested that the names of the selected nominees be amended in the motion to be listed numerically. She explains as a member of the Distinguished Alumni-Citizen Committee, the committee prefers that the chosen nominees be notified prior to public announcement. Mrs. Green offered an amended motion to approve the nomination of number 1, number 2 and number 3 for the La Porte ISD Distinguished Alumni award and to approve the nomination of number 1 for the La Porte ISD Distinguished Citizen award.

Mr. Janda and Mrs. Thomson accepted the amendment and after discussion the motion passed by a vote of 7 to 0.

X. Action and/or Discussion Items

A. Discuss Proposed HB3 Board Outcome Goals.

Deputy Superintendent, Dr. Linda Wadleigh, presented to the Board of Trustees the HB3 plan and board outcome goals.

XI. Action on Closed Session Items

No action taken.

XII. Adjournment

With no further business to come before the Board, President Wallace adjourned the meeting at 7:56 PM.

Lee Wallace, President
Board of Trustees
La Porte Independent School District

Lois Rogerson, Board Secretary
Board of Trustees
La Porte Independent School District

C. Receive Principals' Reports.

1. Early Childhood Center

62

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

La Porte ISD Early Childhood Center

November 10, 2020

Vision Statement: The vision of the La Porte ISD Early Childhood Center is to provide a safe, healthy environment where children can grow and learn in a nurturing, caring atmosphere. We want to give every child a strong foundation to do his or her best in school and in life.

Enrollment as of: October 5, 2020 - October 30, 2020

Class	Campus Totals	Child of LPISD Staff Member
Infant	3	2
Toddler 1	6	4
Toddler 2	9	6
Prekindergarten 1	8	2
Prekindergarten 2	10	5
Total	36	19

Activity Calendar: November 11, 2020 - December 8, 2020

Month	Date	Time	Event	Location
November	11	All Day	Patriotic Day	ECC Classrooms
November	19	11:00 -11:45 a.m.	Thanksgiving Lunch	ECC Classrooms

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

Bayshore Elementary

November 10, 2020

Vision Statement: Every student, without exception or excuse, will be proficient or advanced in reading and math.

Enrollment as of: October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
EE**	2	*	*	*	*	2	*	*	*	*	*	0	2	*	*	*	1
K	28	3	*	*	*	35	21	*	*	*	*	22	57	8	*	*	32
1	40	5	*	*	*	46	19	*	*	*	*	21	67	*	*	*	38
2	36	6	*	*	*	44	21	*	*	*	*	24	68	15	*	*	42
3	37	4	*	*	*	41	28	*	*	*	7	37	78	16	17	*	40
4	43	3	*	*	*	47	23	*	*	*	7	34	81	17	13	*	38
5	34	8	*	*	*	43	24	*	*	*	4	30	73	6	14	8	42
Total	220	29	2	3	4	258	136	12	1	*	19	168	426	69	55	23	233

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

**** Students receiving instructional services as enrolled but not in membership.**

Attendance Reporting (%): October 5, 2020 - October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	95.99%	91.22%	100%	100%	80.26%		95.56%	99.52%	100%	0%	98.06%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	9:00 a.m.	Veterans Day Program	Virtual
November	18	TBD	Fall Picture Day	Gym
November	20	8:00 a.m.	Scholar of the Month	Library/Virtual

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD
College Park Elementary
November 10, 2020

Vision Statement: The vision of College Park Elementary is to enhance the education of each student to meet their greatest potential.

Enrollment as of: October 5, 2020 – October 30, 2020

Grade	Non-Hispanic						Hispanic						Campus Total	Sp Ed	LEP	GT	Eco Dis.
	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total					
ECSE/EE**	10	*	*	*	*	10	13	*	*	*	*	13	23	23	*	*	9
PK	23	11	*	*	*	33	40	*	*	*	7	47	80	10	13	*	58
K	20	9	*	*	*	28	21	*	*	*	*	25	53	*	*	*	32
1	15	6	*	*	*	21	24	*	*	*	*	25	46	6	*	*	31
2	15	*	*	*	*	23	38	*	*	*	*	40	63	7	8	*	47
3	23	10	*	*	*	32	19	*	*	*	*	22	54	*	*	6	28
4	23	11	*	*	*	34	25	*	*	*	*	28	62	9	*	*	32
5	15	8	*	*	*	24	22	*	*	*	6	30	54	*	7	*	33
Total	144	60	14	*	6	205	202	8	*	*	21	230	435	64	42	16	270

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

**** Students receiving instructional services as enrolled but not in membership or student receiving instructional services in membership.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	95.27%	97.22%	98.83%	100%	100%		95.99%	96.93%	100%	86.85%	97.53%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	9-17	All Day	Food Drive	Campus
November	11	Specials time for 5 th grade	Veterans Day Program	Virtual (Pre-recorded)
November	17	8:30 a.m. – 1:00 p.m.	Fall Individual Pictures	Library
November	20	Lunch Times	Cougar of the Month Celebration	Cafeteria
December	3 or 10	5:00 – 6:00 p.m.	Fill the Stocking Family Night	Outside building for Social Distancing (Weather Permitting)

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

Heritage Elementary

November 10, 2020

Vision Statement: Heritage Elementary is a learning campus that fosters learning for ALL.

Enrollment as of: October 5, 2020 - October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
EE**	*	*	*	*	*	2	*	*	*	*	*	2	4	*	*	*	*
K	28	*	*	*	*	29	51	*	*	*	7	60	89	*	22	*	52
1	30	*	*	*	*	31	63	*	*	*	6	68	99	14	33	*	48
2	21	*	*	*	*	24	48	*	*	*	*	54	78	6	23	9	52
3	20	6	*	*	*	23	30	*	*	*	8	40	63	11	23	*	33
4	24	*	*	*	*	25	34	*	*	*	10	45	70	7	18	10	39
5	32	6	6	*	*	43	44	*	*	*	7	53	96	15	24	9	40
Total	157	18	9	2	3	177	272	7	2	4	42	322	499	61	143	33	264

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

***Subpopulation represents 5 or fewer students.**

**** Students receiving instructional services as enrolled but not in membership.**

Attendance Reporting: October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	96.87%	96.84%	100%	100%	100%		96.78%	99.25%	89.47%	94.74%	93.73%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	9:00 a.m.	Veterans Day Program	Virtual
November	11	8:00 a.m.	Field Day 3 rd and 4 th	Heritage Elementary
November	17	5:00 – 9:00 p.m.	Chipotle Spirit Night	Chipotle
November	20	1:00 -2:30 p.m.	Genius Hour	Heritage Elementary
November	20	8:00 a.m.	Student of the Month	Heritage Elementary
November	30		Toy Drive begins	Heritage Elementary
December	4	7:50 a.m.	Morning Assembly	Heritage Elementary

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

Jennie Reid Elementary

November 10, 2020

Vision Statement: We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend.

Enrollment as of: October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
PPCD/EE	*	*	*	*	*	2	*	*	*	*	*	0	2	*	*	*	*
K	28	5	*	*	*	31	28	*	*	*	*	29	60	*	*	*	28
1	34	5	*	*	*	39	23	*	*	*	*	28	67	*	*	*	32
2	25	7	*	*	*	30	24	*	*	*	*	25	55	*	*	*	31
3	43	*	*	*	*	44	18	*	*	*	*	20	64	6	*	10	21
4	31	6	*	*	*	36	26	*	*	*	*	29	65	10	*	9	34
5	43	7	*	*	*	50	28	*	*	*	5	33	83	8	*	9	39
Total	206	31	5	0	2	232	147	11	2	0	13	164	396	37	10	30	185

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

* Subpopulation represents 5 or fewer students.

** Students receiving instructional services as enrolled but not in membership.

Attendance Reporting (%): October 5, 2020 - October 30, 2020

Attendance Reporting (%) - October 1, 2019 - October 31, 2019											
Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	96.55%	97.70%	98.68%	0%	0%		96.65%	92.11%	100%	0%	92.98%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	9:30-10:00 a.m.	Veterans Day Program	Bulldog Stadium
November	17	5:30-10:00 p.m.	Chick-fil-A Spirit Night	Chick-Fil-A

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

La Porte Elementary

November 10, 2020

Vision 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.

Enrollment as of: October 5, 2020 – October 30, 2020

Grade	Non-Hispanic						Hispanic						Campus Total	Sp Ed	LEP	GT	Eco Dis.
	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total					
EE**	*	*	*	*	*	0	*	*	*	*	*	1	1	*	*	*	*
Head Start	*	*	*	*	*	5	*	*	*	*	*	3	8	*	*	*	8
PK	19	9	*	*	*	27	29	*	*	*	*	32	59	*	*	*	56
K	21	10	*	*	*	29	30	*	*	*	*	35	64	7	*	*	46
1	23	8	*	*	*	32	34	*	*	*	*	37	69	9	6	*	51
2	15	13	*	*	*	28	34	*	*	*	*	45	73	*	*	*	53
3	20	8	*	*	*	27	34	*	*	*	*	38	65	9	7	*	47
4	26	6	*	*	*	31	37	7	*	*	*	44	75	12	*	8	45
5	16	6	*	*	*	22	35	*	*	*	*	43	65	12	6	9	44
Total	143	61	4	0	7	201	238	35	4	2	9	277	478	57	33	22	342

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

**** Students receiving instructional services as enrolled but not in membership.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	95.61%	92.75%	100%	0%	96.49%		95.75%	94.92%	98.25%	84.21%	96.05%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	20	7:20 a.m.	Leopard of the Month	La Porte Elementary Library

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD
Leo A. Rizzuto Elementary
November 10, 2020

Vision Statement: The vision of Leo A. Rizzuto Elementary School is to maintain a high standard of excellence by educating each child to his or her highest potential.

Enrollment as of: October 5, 2020 - October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
EE**	*	*	*	*	*	2	*	*	*	*	*	2	3	*	*	*	*
K	26	*	*	*	*	27	30	*	*	*	*	31	58	6	*	*	27
1	20	*	*	*	*	23	38	*	*	*	*	42	65	6	*	*	33
2	23	*	*	*	*	25	28	*	*	*	*	32	57	8	*	*	20
3	26	*	*	*	*	31	51	*	*	*	8	59	90	8	20	6	61
4	30	*	*	*	*	38	40	*	*	*	*	46	84	6	10	13	42
5	18	6	*	*	*	25	43	*	*	*	*	49	74	*	19	7	35
Total	144	22	4	0	3	170	232	12	2	0	22	261	529	41	56	30	218

Due to the potential of a student having multiple races, the race columns may not summate to the values in the total columns.

* Subpopulation represents 5 or fewer students.

** Students receiving instructional services as enrolled but not in membership.

Attendance Reporting (%): October 5, 2020 - October 30, 2020

Attendance Reporting (%) - October 1, 2023 - October 30, 2023											
Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	100%	95.24%	96.49%	0%	95.74%		96.66%	95.26%	94.74%	0%	97.37%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	9:00 a.m.	Veterans Day Program	Bulldog Stadium & LPISD YouTube Channel
November	18	All Day	Penguin Patch Shopping begins	Online
November	19	9:00 a.m.	Virtual Coffee with Counselor	Rizzuto Elementary
November	20	All Day	Virtual Rocket of the Month	Rizzuto Elementary
November	30	All Day	Pasta Fundraiser Ends	Rizzuto Elementary
December	8	All Day	Chick-fil-A Spirit Night	Chick-fil-A Deer Park

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

Lomax Elementary

November 10, 2020

Vision Statement: Excellence in character and academics is the Expectation!

Enrollment as of: October 5, 2020 - October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
EE**	*	*	*	*	*	3	*	*	*	*	*	2	5	*	*	*	*
K	38	8	*	*	*	42	22	*	*	*	*	24	66	*	*	*	29
1	38	*	*	*	*	41	47	*	*	*	*	49	90	10	6	*	46
2	52	7	*	*	*	54	29	*	*	*	*	34	88	9	*	*	44
3	32	*	*	*	*	36	35	*	*	*	*	36	72	11	*	*	36
4	27	6	*	*	*	31	30	*	*	*	*	34	65	16	*	7	23
5	32	*	*	*	*	38	37	*	*	*	*	38	76	13	*	13	38
Total	222	31	7	1	3	245	202	11	2	0	9	217	462	67	20	30	216

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

* Subpopulation represents 5 or fewer students.

** Students receiving instructional services as enrolled but not in membership.

Attendance Reporting (%): October 5, 2020 - October 30, 2020

Attendance Reporting (%): October 3, 2020 - October 30, 2020											
Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	95.04%	96.68%	98.5%	100%	100%		95.49%	98.68%	100%	0%	96.76%

Activity Calendar: November 11, 2020 - December 8, 2020

Month	Date	Time	Event	Location
November	11	9:00 a.m.	Veterans Day Program	Virtual in Classrooms
November	18	7:15 a.m.	Fall Picture Retakes	116
November	19	9:00 a.m.	La Porte Education Foundation Prize Patrol	Building Wide
November	20	7:15 a.m.	Lion of the Month Celebration	Library

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD
James H. Baker Sixth Grade Campus
November 10, 2020

Vision Statement: James H. Baker Sixth Grade Campus will work together with all students, parents, staff, and community members to provide each student the academic and social tools necessary to meet the challenges of secondary education with success. Our students will have the college readiness skills needed to move forward to a successful future.

Enrollment as of: October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
6	203	51	*	*	*	254	244	14	7	*	37	298	552	70	84	55	280
Total	203	51	5	1	2	254	244	14	7	3	37	298	552	70	84	55	280

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic					
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN	
School Wide %	93.71%	92.86%	100%	85.71%	100%		94.01%	95.55%	94.74%	98.25%	95.94%	

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	12	5:30-7:30 p.m.	Family Game Night	Baker Parking Lot
December	1	6:00-6:30 p.m.	Orchestra Concert	Baker Cafeteria
December	2	5:00-5:30 and 6:00-6:30 p.m.	Orchestra Concert	Baker Cafeteria
December	7	6:30-7:00 p.m.	Band Concert	Baker Cafeteria
December	8	6:30-7:00 p.m.	Band Concert	Baker Cafeteria

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

La Porte Junior High

November 10, 2020

Vision Statement: It is the vision of La Porte Junior High that all students, parents, staff, and community members' work together to provide every student the academic and social skills necessary to meet the challenges of secondary education with success. Our students will have the college and career readiness skills needed for the future of their choice.

Enrollment as of: October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
7	112	21	*	*	*	131	120	7	7	*	19	144	275	24	26	35	129
8	106	31	*	*	*	134	103	9	*	*	13	126	260	23	34	30	126
Total	218	52	5	1	4	265	223	16	8	1	32	270	535	47	60	65	255

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	93.6%	88.82%	94.74%	89.47%	92.98%		93.63%	96.14%	95.61%	100%	90.56%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	11:30 a.m.	Veterans Program	Virtual
November	11	4:30 p.m.	8 th Grade Football vs Pearland East	La Porte Junior High Field
November	12	4:15 p.m.	Student Success Center	La Porte Junior High
November	12	4:30 p.m.	7 th Grade Volleyball vs Pearland East	La Porte Junior High - Gym
November	16	4:30 p.m.	8 th Grade Volleyball vs Berry Miller	La Porte Junior High Field
November	17	4:15 p.m.	Student Success Center	La Porte Junior High
November	17	4:30 p.m.	7 th Grade Football vs Berry Miller	La Porte Junior High Field
November	18	4:30 p.m.	8 th Grade Football vs Berry Miller	La Porte Junior High - Gym
November	19	4:15 p.m.	Student Success Center	La Porte Junior High
November	30	3:30 p.m.	Top Dog Celebration	La Porte Junior High - Cafeteria
December	1	4:15 p.m.	Student Success Center	La Porte Junior High
December	3	4:15 p.m.	Student Success Center	La Porte Junior High
December	3	6:00 p.m.	Orchestra Winter Concert	La Porte Junior High - Gym
December	7	6:00 p.m.	Band Winter Concert	La Porte Junior High - Gym
December	8	4:15 p.m.	Student Success Center	La Porte Junior High

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

Lomax Junior High

November 10, 2020

Vision Statement: Lomax Junior High School will challenge their students to achieve excellence to bridge the critical gap between instruction and assessment by ensuring deep implementation of action that creates real change and sustainable student achievement.

Enrollment as of: October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic											
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
7	112	13	*	*	*	126	135	10	*	*	22	160	286	35	34	19	132	
8	134	19	*	*	*	159	130	*	*	*	24	162	321	39	34	36	134	
Total	246	33	6	*	6	286	265	15	*	*	46	322	608	75	68	55	266	

Due to the potential of a student having multiple races, the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non- Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	95.09%	93.84%	100%	100%	100%		94.9%	93.16%	100%	100%	96.41%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Event	Location
November	11	3:00 p.m.	Veterans Program	Virtual
November	11	4:30 p.m.	8 th A Lobo Football	Lomax
November	12	4:30 p.m.	7 th /8 th Lady Lobo Volleyball	Pearland West/Lomax
November	16	4:30 p.m.	7 th /8 th Lady Lobo Volleyball	Lomax/Pearland East
November	17	4:30 p.m.	7 th A/B Lobo Football	Pearland East/Lomax
November	18	4:30 p.m.	8 th A/B Lobo Football	Pearland East/Lomax
December	3	6:30 p.m.	LXJH Band Winter Concert	LXJH – Competition Gym
December	8	6:30 p.m.	LXJH Orchestra Winter Concert	LXJH – Competition Gym

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD

La Porte High School

November 10, 2020

Vision Statement: 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.

Enrollment as of: October 5, 2020 - October 30, 2020

Non-Hispanic							Hispanic										
Grade	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis
09	213	63	13	*	*	285	246	13	*	*	47	306	591	76	88	73	282
10	161	55	*	*	*	219	184	8	*	*	44	238	457	43	78	35	214
11	169	38	9	*	*	212	192	7	*	*	41	237	449	46	53	69	186
12	177	33	9	*	*	217	173	7	*	*	64	244	461	48	44	63	167
Total	720	189	35	10	15	933	795	35	14	8	196	1,025	1,958	213	263	240	849

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

*** Subpopulation represents 5 or fewer students.**

Attendance Reporting (%): October 5, 2020 – October 30, 2020

Non-Hispanic							Hispanic				
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN
School Wide %	91.04%	91.27%	93.94%	93.42%	90.69%		88.58%	94.67%	96.84%	95.24%	91.04%

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Events	Location
November	11	9:15 a.m.	Veterans Day	Bulldog Stadium
December	3	7:00 p.m.	Choir Concert	Bulldog Center

Dual Enrollment as of: October 5, 2020 - October 30, 2020

Grade	Non-Hispanic						Hispanic									
	W	B	Asian	NH/ PI	AI/ AN	Total	W	B	Asian	NH/ PI	AI/ AN	Total	Campus Total	M	F	Eco Dis
11	29	7	*	*	*	39	42	*	*	*	6	52	91	40	51	47
12	29	*	*	*	*	35	23	*	*	*	13	38	73	28	45	41
Total	58	12	3	0	1	74	65	3	1	2	19	90	164	68	96	88

* Subpopulation represents 5 or fewer students.

Dual Enrollment as of: October 5, 2020 - October 30, 2020

FALL - 2020		
Subjects Offered	Sections	Enrollment
Seniors:		
English 4	3	65
Government	3	60
Maritime	1	1
Juniors:		
US History	4	90
TX Government	4	90

ACE San Jacinto College: October 5, 2020 - October 30, 2020

Non-Hispanic							Hispanic						Campus Total	M	F	Eco Dis
Grade	W	B	Asian	NH/PI	AI/AN	Total	W	B	Asian	NH/PI	AI/AN	Total				
11	22	*	*	*	*	25	20	*	*	*	*	22	47	16	31	14
12	20	*	*	*	*	25	19	*	*	*	6	28	53	26	27	14
Total	42	1	6	1	0	50	39	2	1	0	8	50	100	42	58	28

* Subpopulation represents 5 or fewer students

FALL SEMESTER: October 5, 2020 - October 30, 2020

Subjects Offered	Sections	Enrollment
Seniors - Fall		
French (FREN 1411)	1	1
Geology (GEOL 1303 / 1103)	1	8
Biology - Science Majors I (lecture & lab) (BIOL 1106/1306)	1	6
Accounting (ACCT 2301)	3	8
Speech (SPCH 1321)	1	1
Physics - University Physics (lecture & lab) PHYS 2125/2325)	2	13
(MATH 1324)	2	4
Calculus I (Math 2413)	2	12
Statistics (MATH 1342)	1	4
Chemistry - Intro Chem (lecture & lab) CHEM 1105 / 1305	1	9
Chemistry - General Chem (lecture & lab) CHEM 1111/1311	1	12
Calculus 2 (Math 2414)	2	15
(CRIJ 1301)	1	1
Psychology - General (PSYC 2301)	2	12
Life Span Growth and Dev (PSYC 2314)	1	5
English Comp 1(ENGL1301)	6	34
(ANTH 2301)	1	2
(EDUC 1301)	1	1
(ENGR 1201)	1	1
Sociology - Intro (SOCI 1301)	1	1
Juniors - Fall		
Business Principles (BUSI 1301)	1	6
Art Appreciation (ARTS 1301)	3	27
(ARTS 1304)	1	1
College Algebra (MATH 1314)	3	22
Business Comp Applications (BCIS 1305)	2	22
Film Appreciation 1 (DRAM 2366)	1	14
Economics (ECON 2301)	2	23
US History (HIST 1301)	3	26
(MATH 1332)	1	1
Pre-Cal (MATH 2412)	1	4
Both		
Federal Govt (GOVT 2305)	5	48

La Porte Independent School District
PRINCIPAL'S REPORT TO SCHOOL BOARD
The Academy of Viola DeWalt High School

November 10, 2020

Vision Statement: The Academy of Viola DeWalt High School respects the individual needs of each student by fostering a caring and creative environment with emphasis on their social, emotional, physical and intellectual development.

Enrollment as of: October 5, 2020 - October 30, 2020

Grade	Non-Hispanic						Hispanic										
	W	B	Asian	NH /PI	AI /AN	Total	W	B	Asian	NH /PI	AI /AN	Total	Campus Total	Sp Ed	LEP	GT	Eco Dis.
9	27	6	*	*	*	32	13	*	*	*	*	14	46	9	*	*	18
10	25	*	*	*	*	27	17	*	*	*	*	18	45	9	*	*	20
11	39	9	*	*	*	49	15	*	*	*	*	19	68	16	*	*	28
12	31	*	*	*	*	36	13	*	*	*	*	18	54	10	*	*	22
Total	122	22	0	4	2	144	58	4	1	0	8	69	213	44	14	0	88

Due to the potential of a student having multiple races; the race columns may not summate to the values in the total columns.

* Subpopulation represents 5 or fewer students.

Dual Enrollment as of: October 5, 2020 – October 30, 2020

FALL - 2020	
Subjects Offered	Enrollment
Seniors	
English 4	1
Government	1
Maritime	2
Juniors	
US History	3
TX Government	0

Attendance Reporting (%): October 5, 2020 - October 30, 2020

Non- Hispanic							Hispanic					
Total	W	B	Asian	NH/PI	AI/AN		W	B	Asian	NH/PI	AI/AN	
School Wide %	87.7%	83.73%	0%	73.68%	68.42%		80.99%	91.23%	36.84%	0%	82.71%	

Activity Calendar: November 11, 2020 – December 8, 2020

Month	Date	Time	Events	Location
N/A				

14. La Porte ISD DAEP
D. Receive Financial Reports for October 2020.

90

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Receipt of Financial Reports for October 2020

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: N/A

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of the La Porte Independent School District acknowledge receipt of the Financial Reports for October 2020 as presented.

ATTACHMENTS:

- Summary unaudited financial statements for the general fund, food service fund, debt service fund and capital projects fund for the month ended October 2020
- Monthly Investment Report for the month ended October 2020
- Property Tax Collection Report for the month ended October 2020.

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Rhonda Cumbie, Chief Financial Officer

RECOMMENDED MOTION: I move to acknowledge receipt of the financial reports for October 2020 as presented.

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY BALANCE SHEETS - UNAUDITED
Fiscal Year 2020-2021
October 31, 2020

	General Fund	Food Service Fund	Debt Service Fund	Capital Projects Funds 2014
ASSETS:				
Cash & Temporary Investments	\$ 32,867,772	\$ 166,464	\$ 3,489,182	\$ 26,130,395
Receivables:				
Delinquent Property Taxes	2,601,784		646,565	
(Allowance for Uncollectible Taxes)	(780,000)		(203,600)	
Due from Other Funds	432,022		-	16
Other Receivables	583			53,875
Due from Other Governments	625,264		-	
Inventories, at cost	24,274	157,505		59,833
Prepaid Expenditures	32,683			
Other Assets				
Total Assets	\$ 35,804,382	\$ 323,969	\$ 3,932,147	\$ 26,244,119
LIABILITIES:				
Current Liabilities:				
Accounts Payable	\$ 10,672	\$ -	\$ -	\$ 9,191
Accrued Wages Payable	1,256,184	63,133		
Due to Other Funds	16	435,341		
Due to Other Governments	904,152		31,413	
Other Current Liabilities	18,705			
Deferred Revenues	20,000	102,220		
Other Liabilities				
Total Liabilities	2,209,729	600,694	31,413	9,191
DEFERRED INFLOWS OF RESOURCES:				
Deferred Property Taxes	1,821,784		442,965	
Total Deferred Inflows of Resources	1,821,784	-	442,965	-
FUND EQUITY:				
Non-Spendable				
Inventories	24,274	157,505		59,833
Prepaid Items	32,683			
Restricted for				
Grant Funds		200,296		
Capital Acquisitions				29,424,216
Retirement of long-term debt			9,543,909	
Committed For				
Insurance / Catastrophic Loss	1,000,000			
Compensated Absences	1,214,153	26,516		
Assigned For				
Grant Funds				
Unassigned	52,115,989			
Increase (Decrease) in Fund Balance This Year	(22,614,230)	(661,042)	(6,086,140)	(3,249,121)
Total Fund Equity	31,772,869	(276,725)	3,457,769	26,234,928
Total Liabilities and Fund Equity	\$ 35,804,382	\$ 323,969	\$ 3,932,147	\$ 26,244,119

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF REVENUES & EXPENDITURES - UNAUDITED
Fiscal Year 2020-2021
October 31, 2020

Fund 199 General Fund

		Original	Amended	Outstanding	YTD Actual		Percent
		Budget	Budget	Encumbrances	Revenue /	Variance	Actual ⁵
Revenues:					Expenses		
5700	Local Revenues	\$ 116,807,932	\$ 116,807,932	\$ -	\$ 910,148	\$ (115,897,784)	0.78%
5800	State Revenues	7,887,551	7,887,551	-	1,270,372	(6,617,179)	16.11%
5900	Federal Revenues	1,989,057	1,989,057	-	68,612	(1,920,445)	3.45%
Total Revenues		126,684,540	126,684,540	-	2,249,132	(124,435,408)	1.78%
Expenditures:							
11	Instruction	45,158,352	45,165,002	802,432	13,968,584	30,393,986	32.70%
12	Instrctn'l Resources & Media	364,109	364,109	1,511	111,729	250,869	31.10%
13	Staff Development	1,035,412	1,032,212	30,681	269,024	732,507	29.04%
21	Instructional Administration	998,237	999,737	49,931	294,566	655,240	34.46%
23	Campus Administration	4,886,351	4,889,551	6,912	1,576,150	3,306,489	32.38%
31	Guidance & Counseling	2,462,084	2,455,946	64,253	841,500	1,550,193	36.88%
32	Social Work Services	275,690	275,690	137,668	64,690	73,332	73.40%
33	Health Services	963,739	963,739	6,838	301,203	655,698	31.96%
34	Student Transportation	3,372,645	3,372,645	307,777	913,183	2,151,685	36.20%
36	Cocurricular Activities	1,705,373	1,702,773	168,844	527,371	1,006,558	40.89%
41	General Administration	3,521,077	3,521,077	296,048	972,763	2,252,266	36.03%
51	Plant Maintenance	9,540,694	9,540,694	2,762,980	3,506,433	3,271,281	65.71%
52	Security	1,883,961	1,884,411	240,121	719,045	925,245	50.90%
53	Data Processing	1,634,500	1,634,500	17,411	525,930	1,091,159	33.24%
61	Community Services	35,566	35,566	14,646	1,109	19,811	44.30%
91	Recapture Costs	44,940,105	44,940,105	-	-	44,940,105	0.00%
93	Shared Services Arrangement	29,600	29,738	25,239	4,499	-	100.00%
95	Juvenile Justice Alt Ed	59,400	59,400	59,400	-	-	100.00%
97	Payments to Tax Incr Fund	3,810,140	3,810,140	-	-	3,810,140	0.00%
99	Tax Appraisal & Collection	1,075,000	1,075,000	809,417	265,583	-	100.00%
Total Expenditures		127,752,035	127,752,035	5,802,109	24,863,362	97,086,566	24.00%
7915	Other Resources	-	-	-	-	-	
8990	Other Uses	482,218	482,218	-	-	482,218	
Total Resources & Uses		(482,218)	(482,218)	-	-	(482,218)	
Impact on Fund Balance (199)		(1,549,713)	(1,549,713)	(5,802,109)	(22,614,230)	27,831,062	
Fund Balance-Beginning (199)		54,387,099	54,387,099		54,387,099	54,387,099	
Fund Balance - Ending		\$ 52,837,386	\$ 52,837,386	\$ (5,802,109)	\$ 31,772,869	\$ 82,218,161	

⁵ Fiscal Year Lapsed = 33%

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF REVENUES & EXPENDITURES - UNAUDITED
Fiscal Year 2020-2021
October 31, 2020

Fund 199 General Fund

	Original Budget	Amended Budget	Outstanding Encumbrances	YTD Actual Revenue / Expenses	Variance	Percent Actual ⁵
Revenues:						
5700 Local Revenues	\$ 116,807,932	\$ 116,807,932	\$ -	\$ 910,148	\$ (115,897,784)	0.78%
5800 State Revenues	7,887,551	7,887,551	-	1,270,372	(6,617,179)	16.11%
5900 Federal Revenues	1,989,057	1,989,057	-	68,612	(1,920,445)	3.45%
Total Revenues	126,684,540	126,684,540	-	2,249,132	(124,435,408)	1.78%
Expenditures:						
6100 Payroll Costs	43,191,035	43,191,035	-	13,405,260	29,785,775	31.04%
6200 Professional/Contracted Serv.	825,866	848,746	516,549	302,153	30,044	96.46%
6300 Supplies & Materials	964,890	948,620	224,771	253,295	470,554	50.40%
6400 Other Operating Costs	146,361	146,411	61,112	7,876	77,423	47.12%
6600 Capital Outlay	30,200	30,190	-	-	30,190	0.00%
11 Instruction	45,158,352	45,165,002	802,432	13,968,584	30,393,986	32.70%
6100 Payroll Costs	340,399	340,474	-	106,324	234,150	31.23%
6200 Professional/Contracted Serv.	500	1,219	1,044	175	-	0.00%
6300 Supplies & Materials	23,210	22,416	467	5,230	16,719	25.41%
6400 Other Operating Costs	-	-	-	-	-	0.00%
12 Instrctn'l Resources & Media	364,109	364,109	1,511	111,729	250,869	31.10%
6100 Payroll Costs	870,647	864,647	-	231,549	633,098	26.78%
6200 Professional/Contracted Serv.	24,647	33,447	13,829	10,874	8,744	73.86%
6300 Supplies & Materials	41,507	28,507	2,153	14,209	12,145	57.40%
6400 Other Operating Costs	98,611	105,611	14,699	12,392	78,520	25.65%
13 Staff Development	1,035,412	1,032,212	30,681	269,024	732,507	29.04%
6100 Payroll Costs	861,798	861,812	-	278,377	583,435	32.30%
6200 Professional/Contracted Serv.	48,500	48,500	36,487	480	11,533	76.22%
6300 Supplies & Materials	45,725	48,525	8,897	10,510	29,118	39.99%
6400 Other Operating Costs	42,214	40,900	4,547	5,199	31,154	23.83%
21 Instructional Leadership	998,237	999,737	49,931	294,566	655,240	34.46%
6100 Payroll Costs	4,813,438	4,813,438	-	1,569,075	3,244,363	32.60%
6200 Professional/Contracted Serv.	2,700	5,900	610	2,642	2,648	55.12%
6300 Supplies & Materials	16,545	16,670	713	1,198	14,759	11.46%
6400 Other Operating Costs	53,668	53,543	5,589	3,235	44,719	16.48%
23 School Leadership	4,886,351	4,889,551	6,912	1,576,150	3,306,489	32.38%
6100 Payroll Costs	2,263,967	2,263,967	-	772,817	1,491,150	34.14%
6200 Professional/Contracted Serv.	12,000	11,300	6,600	225	4,475	60.40%
6300 Supplies & Materials	164,140	158,835	51,983	67,362	39,490	75.14%
6400 Other Operating Costs	21,977	21,844	5,670	1,096	15,078	30.97%
31 Guidance & Counseling	2,462,084	2,455,946	64,253	841,500	1,550,193	36.88%
6100 Payroll Costs	101,040	101,040	-	32,584	68,456	32.25%
6200 Professional/Contracted Serv.	170,000	170,000	137,668	28,738	3,594	97.89%
6300 Supplies & Materials	3,650	3,650	-	3,300	350	90.41%
6400 Other Operating Costs	1,000	1,000	-	68	932	6.80%
32 Social Work Services	275,690	275,690	137,668	64,690	73,332	73.40%
6100 Payroll Costs	929,661	929,661	-	286,245	643,416	30.79%
6200 Professional/Contracted Serv.	2,800	2,800	2,207	293	300	89.29%
6300 Supplies & Materials	28,779	27,200	3,961	13,025	10,214	62.45%
6400 Other Operating Costs	2,499	4,078	670	1,640	1,768	56.65%
33 Health Services	963,739	963,739	6,838	301,203	655,698	31.96%
6100 Payroll Costs	2,800,120	2,806,120	-	738,414	2,067,706	26.31%
6200 Professional/Contracted Serv.	120,000	188,300	118,066	46,935	23,299	87.63%
6300 Supplies & Materials	505,225	428,699	179,958	79,822	168,919	60.60%
6400 Other Operating Costs	(52,700)	(50,474)	9,753	48,012	(108,239)	-114.45%
34 Student Transportation	3,372,645	3,372,645	307,777	913,183	2,151,685	36.20%

⁵ Fiscal Year Lapsed = 33%

Fund 199 General Fund

		Original Budget	Amended Budget	Outstanding Encumbrances	YTD Actual Revenue / Expenses	Variance	Percent Actual ⁵
6100	Payroll Costs	1,067,064	1,067,078	-	339,320	727,758	31.80%
6200	Professional/Contracted Serv.	156,270	154,682	35,811	29,521	89,350	42.24%
6300	Supplies & Materials	215,844	216,102	30,495	103,375	82,232	61.95%
6400	Other Operating Costs	266,195	264,911	102,538	55,155	107,218	59.53%
36	Cocurricular Activities	1,705,373	1,702,773	168,844	527,371	1,006,558	40.89%
6100	Payroll Costs	2,364,582	2,364,582	-	751,712	1,612,870	31.79%
6200	Professional/Contracted Serv.	700,545	644,545	183,067	75,554	385,924	40.12%
6300	Supplies & Materials	90,660	90,620	19,539	9,721	61,360	32.29%
6400	Other Operating Costs	365,290	421,330	93,442	135,776	192,112	54.40%
41	General Administration	3,521,077	3,521,077	296,048	972,763	2,252,266	36.03%
6100	Payroll Costs	3,476,773	3,576,773	-	1,098,507	2,478,266	30.71%
6200	Professional/Contracted Serv.	2,967,421	2,971,421	1,922,462	668,203	380,756	87.19%
6300	Supplies & Materials	675,000	557,966	57,703	168,670	331,593	40.57%
6400	Other Operating Costs	2,421,500	2,434,534	782,815	1,571,053	80,666	96.69%
51	Plant Maintenance	9,540,694	9,540,694	2,762,980	3,506,433	3,271,281	65.71%
6100	Payroll Costs	1,200,063	1,200,063	-	301,819	898,244	25.15%
6200	Professional/Contracted Serv.	677,198	658,652	240,121	391,530	27,001	95.90%
6300	Supplies & Materials	5,700	24,696	-	24,696	-	100.00%
6400	Other Operating Costs	1,000	1,000	-	1,000	-	100.00%
52	Security	1,883,961	1,884,411	240,121	719,045	925,245	50.90%
6100	Payroll Costs	1,580,220	1,580,220	-	520,493	1,059,727	32.94%
6200	Professional/Contracted Serv.	7,500	13,315	11,119	2,196	-	100.00%
6300	Supplies & Materials	24,448	24,198	4,100	1,180	18,918	21.82%
6400	Other Operating Costs	22,332	16,767	2,192	2,061	12,514	25.37%
53	Data Processing	1,634,500	1,634,500	17,411	525,930	1,091,159	33.24%
6200	Professional/Contracted Serv.	15,000	15,000	14,150	850	-	100.00%
6300	Supplies & Materials	8,830	8,830	346	4	8,480	3.96%
6400	Other Operating Costs	11,736	11,736	150	255	11,331	3.45%
61	Community Services	35,566	35,566	14,646	1,109	19,811	44.30%
6100	Payroll Costs	65,860,807	65,960,910	-	20,432,496	45,528,414	30.98%
6200	Professional/Contracted Serv.	5,730,947	5,767,827	3,239,790	1,560,369	967,668	83.22%
6300	Supplies & Materials	2,814,153	2,605,534	585,086	755,597	1,264,851	51.46%
6400	Other Operating Costs	3,401,683	3,473,191	1,083,177	1,844,818	545,196	84.30%
6600	Capital Outlay	30,200	30,190			30,190	0.00%
	Total Operating Expenditures	77,837,790	77,837,652	4,908,053	24,593,280	48,336,319	37.90%
91	Recapture Costs	44,940,105	44,940,105			44,940,105	0.00%
93	Shared Services Arrangement	29,600	29,738	25,239	4,499	-	100.00%
95	Juvenile Justice Alt Ed	59,400	59,400	59,400	-	-	100.00%
97	Payments to Tax Incr Fund	3,810,140	3,810,140	-	-	3,810,140	0.00%
99	Tax Appraisal & Collection	1,075,000	1,075,000	809,417	265,583	-	100.00%
	Total Expenditures	127,752,035	127,752,035	5,802,109	24,863,362	97,086,564	24.00%
7915	Other Resources	-	-	-	-	-	
8990	Other Uses	482,218	482,218	-	-	482,218	
	Total Resources & Uses	(482,218)	(482,218)	-	-	(482,218)	
	Impact on Fund Balance	(1,549,713)	(1,549,713)	(5,802,109)	(22,614,230)	27,831,062	
	Fund Balance - Beginning 199	54,387,099	54,387,099		54,387,099	54,387,099	
	Fund Balance - Ending	\$ 52,837,386	\$ 52,837,386	\$ (5,802,109)	\$ 31,772,869	\$ 82,218,161	

⁵ Fiscal Year Lapsed = 33%

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF REVENUES & EXPENDITURES - UNAUDITED
Fiscal Year 2020-2021
October 31, 2020

Fund 240 Food Service Fund

		Original	Amended	Outstanding	YTD Actual		Percent
		Budget	Budget	Encumbrances	Revenues /	Variance	Actual ⁵
Revenues:					Expenses		
5700	Local Revenues	\$ 1,404,500	\$ 1,404,500	\$ -	\$ 12,594	\$ (1,391,906)	0.90%
5800	State Revenues	24,000	24,000	-	-	(24,000)	0.00%
5900	Federal Revenues	2,786,711	2,786,711	-	251,732	(2,534,979)	9.03%
Total Revenues		4,215,211	4,215,211	-	264,326	(3,950,885)	6.27%
Expenditures:							
35	Food Service						
	6100 - Payroll & Benefits	2,063,739	2,033,739	-	614,287	1,419,452	30.20%
	6200 - Contracted Services	50,100	50,100	10,622	7,185	32,293	35.54%
	6300 - Supplies & Materials	2,666,444	2,666,444	1,650,661	292,105	723,678	72.86%
	6400 - Travel & Other Misc.	23,100	23,100	4,486	614	18,000	22.08%
		4,803,383	4,773,383	1,665,769	914,191	2,193,423	54.05%
51	6200 - Contracted Services	54,650	54,650	37,805	11,177	5,668	89.63%
Total Expenditures		4,858,033	4,828,033	1,703,574	925,368	2,199,092	54.45%
7990	Other Resources	482,218	482,218	-	-	482,218	
8990	Other Uses	-	-	-	-	-	
Total Resources & Uses		482,218	482,218	-	-	482,218	
Impact on Fund Balance		(160,604)	(130,604)	(1,703,574)	(661,042)	2,234,011	
Fund Balance - Beginning		384,317	384,317		384,317	384,317	
Fund Balance - Ending		\$ 223,713	\$ 253,713	\$ (1,703,574)	\$ (276,725)	\$ 2,618,328	

⁵ Fiscal Year Lapsed = 33%

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF REVENUES & EXPENDITURES - UNAUDITED
Fiscal Year 2020-2021
October 31, 2020

Fund 599 Debt Service Fund

		Original	Amended	YTD Actual		Percent
		Budget	Budget	Revenues /	Variance	Actual ⁵
Revenues:				Expenses		
5700	Local Revenues	\$ 28,744,815	\$ 28,744,815	\$ 150,909	\$ 28,593,906	0.52%
5800	State Revenues	-	-	-	-	-
Total Revenues		<u>28,744,815</u>	<u>28,744,815</u>	<u>150,909</u>	<u>28,593,906</u>	<u>0.52%</u>
Expenditures:						
71	6511 - Principal Payments	15,340,000	15,340,000	-	15,340,000	0.00%
	6521 - Interest Payments	13,429,422	13,429,422	6,233,299	7,196,123	46.42%
	6598 - Cost of Bond Sales	-	-	-	-	0.00%
	6599 - Fees Paid	20,000	20,000	3,750	16,250	18.75%
Total Expenditures		<u>28,789,422</u>	<u>28,789,422</u>	<u>6,237,049</u>	<u>22,552,373</u>	<u>21.66%</u>
7900	Other Resources	-	-	-	-	
8900	Other Uses	-	-	-	-	
Total Resources & Uses		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
Impact on Fund Balance		(44,607)	(44,607)	(6,086,140)	6,041,533	
Fund Balance - Beginning		9,543,909	9,543,909	9,543,909	-	
Fund Balance - Ending		<u>\$ 9,499,302</u>	<u>\$ 9,499,302</u>	<u>\$ 3,457,768</u>	<u>\$ 6,041,534</u>	

Principal and interest payments are due on February 15th and August 15th each year.

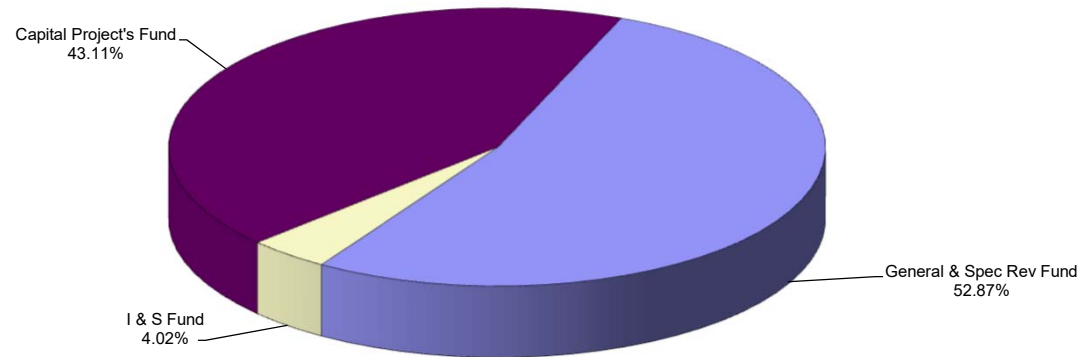
LA PORTE INDEPENDENT SCHOOL DISTRICT
Statement of Revenues, Expenditures and Unspent Project Funds
Fiscal Year 2020-2021
Unlimited Tax School House Bonds Series 2014, 2015, 2016, 2020
For the Projects Beginning June 1, 2014 through:
October 31, 2020

Proj #	Account Description	Original Budget	Amended Budget	Prior Years	Current Year	PY & CY Total	Remaining Budget
REVENUES:							
	Earnings from Investments	30,000	1,599,327	1,863,594	28,629	1,892,223	(292,896)
00	TOTAL REVENUES	30,000	1,599,327	1,863,594	28,629	1,892,223	(292,896)
EXPENDITURES:							
9C	Lomax Elementary Rebuild	23,950,000	23,874,331	23,874,331	-	23,874,331	-
6D	Baker 6th Grade Rebuild	26,987,500	29,219,942	29,219,942	-	29,219,942	-
5L,5M,5N,1D,5Q	La Porte High School Rebuild	95,757,953	105,343,390	104,666,220	86,038	104,752,258	591,132
6C,9G,9S,5R	La Porte Junior High, La Porte Elementary	24,250,000	19,401,120	19,046,525	279,703.00	19,326,228	74,892
9O,9E	Lomax Junior High, College Park Elementary	15,800,000	13,875,595	13,875,595	-	13,875,595	-
9P,9N,9B,9D,5W,5P,9Q,9R	Bayshore, Heritage, Reid, Rizzuto, DeWalt	10,137,500	5,882,133	3,403,588	-	3,403,588	2,478,545
5S	Central Plant Roofing	-	126,136	-	34,166	34,166	91,970
Y	Technology	23,174,000	23,174,000	14,197,604	1,160,732	15,358,336	7,815,664
M,00,HH,1B,CV	Maintenance	24,826,000	25,502,680	18,545,855	1,697,471	20,243,326	5,259,354
QA, QB, QD	Safety and Security Upgrades	-	5,000,000	1,349,640	18,422	1,368,062	3,631,938
T	Transportation	5,000,000	5,000,000	2,566,352	-	2,566,352	2,433,648
F	Fine Arts	4,000,000	4,000,000	887,810	1,218	889,028	3,110,972
	Contingency	6,147,047	1,200,000	757,635		757,635	442,365
	TOTAL EXPENDITURES	260,030,000	261,599,327	232,391,097	3,277,750	235,668,847	25,930,480
OTHER FINANCING SOURCES (USES):							
	Other Sources 7911	260,000,000	260,000,000	260,935,891	-	260,935,891	(935,891)
	Other Uses 6598/8911			(935,891)	-	(935,891)	935,891
	Bond Proceeds (net)	260,000,000	260,000,000	260,000,000	-	260,000,000	-
	UNSPENT PROJECT FUNDS	-	-	29,472,497	(3,249,121)	26,223,376	(26,223,376)

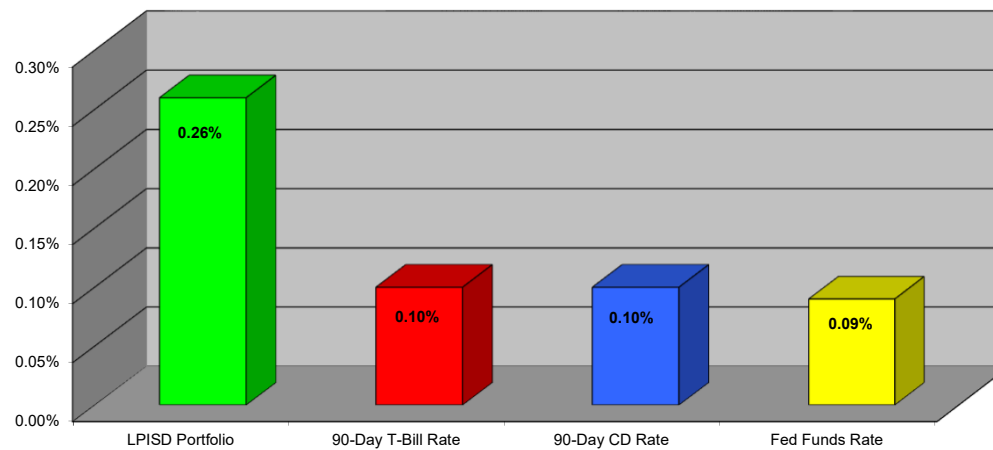
LA PORTE INDEPENDENT SCHOOL DISTRICT
MONTHLY INVESTMENT REPORT
October 31, 2020

WAM		Eff. Yield	General & Spec Rev Fund	Child Nutrition Fund	I & S Fund	Activity Fund	Capital Project's Fund	Worker's Comp Fund	TOTAL	Fair Market Value
	Money Market Funds:									
1	First Public - Government Overnight Fund	0.08%	1,172,237	535	76,762		58,374		1,307,908	1,307,954
1	First Public - Corporate Overnight Fund	0.15%	9,073,047		8,086		8,963,547		18,044,680	18,045,430
1	First Public - Corporate Overnight Plus Fund	0.00%	-						-	-
1	Texas CLASS Government	0.13%	1,775,655		266,906		214,701		2,257,262	2,257,344
1	TXCLASS	0.18%	7,420,235	-	817,751		9,082,444		17,320,430	17,321,182
1	TexPool	0.13%	2,896,817	569	142,163		30,149		3,069,698	3,069,807
1	TexPool Prime	0.23%	8,045,181		589,848		8,820,178		17,455,207	17,455,932
1	TexasTERM	0.12%	80,124		791,720		1,749,473		2,621,317	2,621,409
Maturity	Time Deposits (CD's)									
									-	-
									-	-
3/2/2021	Austin County State Bank	2.25%	1,000,000						1,000,000	1,000,000
6/9/2021	Austin County State Bank	1.40%	1,000,000						1,000,000	1,000,000
7/28/2021	Gulf Coast Educator's Federal Credit Union	0.89%	2,000,000						2,000,000	2,000,000
9/2/2021	Austin County State Bank	1.05%	1,000,000						1,000,000	1,000,000
									-	-
Total Cash & Investments			\$ 35,463,296	\$1,104	\$2,693,236	\$0	\$ 28,918,866	\$0	\$ 67,076,502	\$ 67,079,059
Summary of Funds: Total Percent of Portfolio Weighted Avg. Yield 62,076,502 92.55% 0.18% 5,000,000 7.45% 1.30% \$ 67,076,502 100.00% 0.26% Money Market / Pooled Funds Time Deposits (CD's) LPISD Portfolio Weighted Avg. Mat. Days 1.00 Days 268.80 Days 20.96 FMV to Cost 100.00% Comparative Rates: Month Avg 90-Day T-Bill Rate 0.100% 90-Day CD Rate 0.100% Fed Funds Rate 0.090%										

Portfolio by Fund



LPISD Portfolio vs. Benchmarks



La Porte ISD Tax Collection Report - OCTOBER, 2020

	MONTH ENDED	YEAR-TO-DATE
	10/31/2020	FY2020-2021
COLLECTION DETAIL		
Taxes - Current Year	\$ 443	\$ 443
Taxes - Prior Years	\$ (6,440)	\$ 635,946
Total Levy Taxes Paid	<u>\$ (5,997)</u>	<u>\$ 636,389</u>
COLLECTION PERCENTAGE		
Comparison:		
Current Year 2020 Tax Roll	0.00% *	
Last Year's 2019 Tax Roll Same Period	0.20%	
ACCOUNTING FUND DETAIL		
Tax Collected Maintenance and Operation	\$ (6,872)	\$ 520,935
Tax Collected Debt Fund	\$ 875	\$ 115,454
Total Levy Collected	<u>\$ (5,997)</u>	<u>\$ 636,389</u>
ADJUSTED TAX ROLL LEVY BALANCE		
Current 2020 Tax Roll Levy 10/01/2020	\$ 135,339,404	
Current Supplemental/Corrections	\$ 2,210,416	
Collections	\$ (443)	
Total Remaining 2020 Roll Levy 10/31/2020	\$ 137,549,377	
Delinquent Levy Remaining 10/01/2020	\$ 2,217,919	
Delinquent Supplemental/Corrections	\$ (319,276)	
Collections Delinquent Tax	\$ 6,440	
Total Remaining Delinquent Levy 10/31/2020	\$ 1,905,083	
CERTIFIED REMAINING TAX LEVY	\$ 139,454,460	
OTHER REVENUE		
General Fund Penalty & Interest	\$ 65,184	\$ 207,990
Debt Fund Penalty & Interest	\$ 8,345	\$ 39,850
Total Collections	\$ 73,529	\$ 247,840

I Charlene Piggott, Tax Assessor Collector for La Porte I.S.D. hereby certify the above listed Tax Collection Report is a correct reflection of the ad valorem tax records for October, 2020.

Charlene Piggott
 Charlene Piggott, RTA CSTA
 Tax Assessor-Collector

November 3, 2020
 Date



**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Receipt of Human Resources Report.

THIS ITEM RELATES TO BOARD GOAL(S): 3 & 5

BACKGROUND INFORMATION: N/A

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of the La Porte Independent School District acknowledge receipt of the Human Resources Report as presented.

ATTACHMENTS: Human Resources Report

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Angela Garza-Viator, Executive Director of Human Resources

RECOMMENDED MOTION: I move to acknowledge receipt of the Human Resources Report as presented.

Human Resources Report

Total Days and Sub Totals by Campus

Date Range: October 5, 2020 to October 30, 2020

Location	Days	SubCount	Certified	Certified Days	NonCertified	Non Certified Days
BKR	27	8	3	15	5	12
BSE	12	5	1	2	4	10
CPE	13	4	1	10	3	3
DAEP	7	2	0	0	2	7
DWA	17	6	1	8	5	9
HRE	40	8	3	32	5	8
JRE	8	5	0	0	5	8
LPE	29	7	1	9	6	20
LPHS	137	18	11	79	7	58
LPJ	26	11	4	4	7	22
LXE	37	5	2	17	3	20
LXJ	28	9	2	8	7	20
RZE	20	5	2	5	3	15

Para: Total Days and Sub Totals by Campus

Location	Days	SubCount
BKR	5	5
BSE	0.5	1
CPE	31	6
DAEP	0	0
DWA	0	0
HRE	12.5	3
JRE	25.5	4
LPE	9	2
LPHS	15	1
LPJ	2	2
LXE	13	4
LXJ	0	0
RZE	8	4

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Budget Amendment

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: N/A

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of the La Porte Independent School District approve the budget amendments for 2020-2021 as presented. Budget amendments are included for the General Fund.

ATTACHMENTS: Budget amendment detail.

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Rhonda Cumbie, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the budget amendments for 2020-2021 as presented.

**LA PORTE INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
BUDGET AMENDMENT NOVEMBER 2020-2021**

	Original Budget	Amended Budget	Increase (Decrease)	New Amended Budget
REVENUES:				
Total Local and Intermediate Sources	116,807,932	116,807,932		116,807,932
State Program Revenues	7,887,551	7,887,551		7,887,551
Federal Program Revenues	1,989,057	1,989,057		1,989,057
Total Revenues	<u>126,684,540</u>	<u>126,684,540</u>	<u>-</u>	<u>126,684,540</u>
EXPENDITURES:				
11 Instruction	45,158,352	45,165,002	112,620	45,277,622 (3),(4)
12 Instructional Resources & Media Services	364,109	364,109	1,219	365,328 (1)
13 Curriculum & Instructional Staff Development	1,035,412	1,032,212	488	1,032,700 (2)
21 Instructional Leadership	998,237	999,737	230	999,967 (2)
23 School Leadership	4,886,351	4,889,551	982	4,890,533 (1),(4)
31 Guidance, Counseling & Evaluation Services	2,462,084	2,455,946		2,455,946
32 Social Work Services	275,690	275,690	230	275,920 (2)
33 Health Services	963,739	963,739		963,739
34 Student (Pupil) Transportation	3,372,645	3,372,645		3,372,645
36 Extracurricular Activities	1,705,373	1,702,773		1,702,773
41 General Administration	3,521,077	3,521,077	975	3,522,052 (1)
51 Facilities Maintenance & Operations	9,540,694	9,540,694	(121,037)	9,419,657 (1),(2),(3)
52 Security & Monitoring Services	1,883,961	1,884,411		1,884,411
53 Data Processing Services	1,634,500	1,634,500	4,293	1,638,793 (1)
61 Community Services	35,566	35,566		35,566
Contracted Instructional Services Between Public				
91 Schools	44,940,105	44,940,105		44,940,105
93 SSA Payment to Fiscal Agent	29,600	29,738		29,738
95 Education Programs	59,400	59,400		59,400
97 Payments to Tax Increment Fund	3,810,140	3,810,140		3,810,140
99 Other Intergovernmental Charges	1,075,000	1,075,000		1,075,000
Total Expenditures	<u>127,752,035</u>	<u>127,752,035</u>	<u>-</u>	<u>127,752,035</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,067,495)	(1,067,495)	-	(1,067,495)
OTHER FINANCING SOURCES (USES):				
Other Sources	-	-		-
Other Uses	(482,218)	(482,218)		(482,218)
Net Change in Fund Balances	(1,549,713)	(1,549,713)	-	(1,549,713)
Anticipated Prior Period Adjustments				-
Fund Balance-June 30 (Beginning)	<u>55,573,558</u>	<u>55,573,558</u>		<u>55,573,558</u>
Fund Balance	<u>\$ 54,023,845</u>	<u>\$ 54,023,845</u>	<u>\$ -</u>	<u>\$ 54,023,845</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
BUDGET AMENDMENT NOVEMBER 2020-2021
Details

Function	Description	
11	Instruction	112,620
12	Instructional Resources & Media Services	1,219
13	Curriculum & Instructional Staff Development	488
21	Instructional Leadership	230
23	School Leadership	982
32	Social Work Services	230
41	General Administration	975
51	Facilities Maintenance & Operations	(121,037)
53	Data Processing Services	4,293

Deputy Superintendent

11	1991-11-CV-999-99-061	6249	112,870
12	1991-12-CV-999-99-061	6249	1,219
13	1991-13-CV-999-99-061	6249	488
21	1991-21-CV-999-99-061	6249	230
23	1991-23-CV-999-99-061	6249	732
32	1991-32-CV-999-99-061	6249	230
41	1991-41-CV-999-99-061	6249	975
51	1991-51-00-043-99-061	6257	(1,219)
51	1991-51-00-041-99-061	6258	(975)
51	1991-51-00-103-99-061	6258	(732)
51	1991-51-00-002-99-061	6255	(4,293)
51	1991-51-00-999-99-061	6256	(948)
51	1991-51-00-001-99-061	6258	(5,000)
51	1991-51-00-041-99-061	6257	(20,000)
51	1991-51-00-042-99-061	6257	(20,000)
51	1991-51-00-102-99-061	6257	(7,870)
51	1991-51-00-999-99-061	6257	(60,000)
53	1991-53-CV-999-99-061	6249	4,293

(1) (2) (3) Move funds to clear negative COVID accounts

Budget Manager: Mike Clausen

Academy of Viola DeWalt High School

11	1991-11-00-002-26-021	6499	(250)
23	1991-23-00-002-26-021	6499	250

(4) Move funds for principals meeting lunch

Budget Manager: Candace Pohl

SUNGARD PUBLIC SECTOR
 DATE: 10/30/2020
 TIME: 16:23:18

LA PORTE ISD
 PROPOSED BUDGET AMENDMENTS LISTING

PAGE NUMBER: 1
 MODULE NUM: BUDAMD11

SELECTION CRITERIA:

BUDGET CODE	ACCOUNT	DESCRIPTION	FROM AMOUNT	TO AMOUNT

CONTROL NUMBER: BD-1

TRANSFER NUMBER: 245 ENTERED BY: rosadoz PERIOD: 4 /21 CLEAR NEG COVID ACCO						
1991510004399061	GF LXJ UTIL	6257	ELECTRICITY	CLEAR NEG	1218.84	.00
199112CV99999061	GF COVID MEDIA	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	1218.84
1991510004199061	GF LPJ UTIL	6258	GAS	CLEAR NEG	975.12	.00
199141CV99999061	GF COVID ADMIN	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	975.12
1991510010399061	GF LPE UTIL	6258	GAS	CLEAR NEG	732.00	.00
199123CV99999061	GF COVID LDRSHP	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	732.00
1991510000299061	GF DEW UTIL	6255	WATER/TRASH DISPOSAL	CLEAR NEG	4293.00	.00
199153CV99999061	GF DW CV-19	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	4293.00
TOTAL TRANSFER:					7218.96	7218.96

CONTROL NUMBER: BD-2

TRANSFER NUMBER: 246 ENTERED BY: rosadoz PERIOD: 4 /21 CLEAR NEG COVID ACCO						
1991510099999061	GF DW UTIL	6256	TELEPHONE, FAX & PAGERS	CLEAR NEG	947.68	.00
199113CV99999061	GF COVID STF DEV	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	487.68
199121CV99999061	GF COVID CURR	6249	CONTRACTED MAINT & REPAIR		.00	230.00
199132CV99999061	GF COVID COUNSEL	6249	CONTRACTED MAINT & REPAIR		.00	230.00
TOTAL TRANSFER:					947.68	947.68

CONTROL NUMBER: BD-3

TRANSFER NUMBER: 247 ENTERED BY: rosadoz PERIOD: 4 /21 CLEAR NEG COVID ACCO						
1991510000199061	GF LPHS UTIL	6258	GAS	CLEAR NEG	5000.00	.00
1991510004199061	GF LPJ UTIL	6257	ELECTRICITY	CLEAR NEG	20000.00	.00
1991510004299061	GF BKR UTIL	6257	ELECTRICITY	CLEAR NEG	20000.00	.00
1991510010299061	GF HER UTIL	6257	ELECTRICITY	CLEAR NEG	7870.08	.00
1991510099999061	GF DW UTIL	6257	ELECTRICITY	CLEAR NEG	60000.00	.00
199111CV99999061	GF COVID INSTR	6249	CONTRACTED MAINT & REPAIR	CLEAR NEG	.00	112870.08
TOTAL TRANSFER:					112870.08	112870.08

CONTROL NUMBER: BDACA15

TRANSFER NUMBER: 226 ENTERED BY: millerk PERIOD: 4 /21 LUNCH FOR MEETING						
1991110000226021	GF DEW COMP ED	6499	MISC OPERATING COSTS		250.00	.00
1991230000226021	GF DEW COMP ED	6499	MISC OPERATING COSTS		.00	250.00
TOTAL TRANSFER:					250.00	250.00

G. Approve 2020-2021 District Improvement Plan and Campus Improvement Plans.

110

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Approve 2020-2021 District Improvement Plan and Campus Improvement Plans.

THIS ITEM RELATES TO BOARD GOAL(S): 1, 2, 3, 4 and 5

BACKGROUND INFORMATION: Per the Texas Education Code 11.251, the Board of Trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed and revised annually for the purpose of improving the performance of all students.

La Porte ISD district and campus planning is an ongoing, continuous improvement process that focuses on current and long-term needs of the district as measured by student achievement, safety and security, staff productivity, family and community involvement, and facility and resource utilization. The district and campus plans are living documents that guide district and site-based decision making during the current school year.

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of La Porte Independent School District approve the 2020-2021 District Improvement Plan and Campus Improvement Plans.

ATTACHMENTS: District Improvement Plan and Campus Improvement Plans.

BUDGET INFORMATION: Activities supporting the campus/district goals and objectives are funded from the following sources: District, Federal Title Programs, and State Compensatory Education.

RESOURCE PERSONNEL: Dr. Linda Wadleigh, Deputy Superintendent; Mrs. Danette Tilley, Executive Director, Secondary Education; Ms. Jewel Whitfield, Executive Director, Elementary Education; LPISD Principals.

RECOMMENDED MOTION: I move to approve the 2020-2021 District Improvement Plan and Campus Improvement Plans for the La Porte Independent School District.

La Porte Independent School District

District Improvement Plan

2020-2021



Mission Statement

Every student's success is our #1 priority!

Vision

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

A La Porte ISD graduate is:

Bulldog Proud...

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

Prepared...

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

A Citizen...

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

An Explorer...

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

A Producer...

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
District Processes & Programs	14
Perceptions	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
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.	29
Goal 3: Attract, develop and retain excellent staff.	33
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	36
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	38
District Funding Summary	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

The La Porte Independent School District (LPISD) consists of 12 campuses: seven elementary schools, one 6th grade campus, two junior high campuses, a comprehensive high school campus and an alternative school of choice high school. The district is accredited by the Texas Education Agency and the Southern Association of Colleges and Schools. The La Porte area, while primarily industrial in nature, has an active and thriving family and business component. It provides easy access to many educational and cultural advantages of the greater Houston/Galveston metropolitan areas. The City of La Porte is located at the Intersection of Highway 146 and Highway 225. The vast offerings of the surrounding areas add to the attractiveness of the La Porte School District as a place to live and work. However, since 2008, La Porte ISD and the surrounding areas have been impacted by several natural disasters negatively impacting district enrollment and growth. Furthermore, in March 2020, La Porte ISD, along with the state of Texas and other states, was closed due to the COVID-19 pandemic. Although the school buildings were closed, instruction continued through virtual/online learning. The last day of in-person instruction was March 6, 2020. Student enrollment was 7,206. Due to the pandemic, the Texas Education Agency canceled the spring and summer STAAR assessments including STAAR 3-8, STAAR EOCs, STAAR Alt. 2. Additionally, TELPAS and TELPAS Alternate were optional for districts to complete.

On Aug. 19, 2020, LPISD began the 2020-2021 school year virtually for all students. On Sept. 8, 2020, LPISD welcomed approximately 50% of our students back into our school buildings for students who wanted to attend face-to-face while others remained virtual. The current year student enrollment, as of October 1, 2020, is 7,001. The Hispanic student group is the fastest growing in La Porte at 49.51%. Our white student group is 39.78%, African American is 7.35%, Asian is 1.10%, and Pacific Islanders and American Indian represent less than 1%. There are 1.53% claiming two or more races.

Attendance rates, which are trailing indicators, were 94.7% in 2017-2018. The 2018-19 TAPR (Texas Academic Performance Report) notes that the student groups in La Porte ISD include 9.4% (ELs), 8.9% Gifted and Talented, and 10.7% Special Education. Additionally, 53.5% are economically disadvantaged, and 43.7% are identified as at-risk.

La Porte ISD employs a highly qualified, talented staff. Of the new certified/licensed staff members who were hired for the 2020-2021 school year, 21 (28.7%) are new to the profession, 24 (32.9%) have 1-5 years of experience, 10 (13.7%) have 6-10 years of experience, and 18 (25%) have 11+ years of experience. 23 (31.5%) hold a masters or doctorate degree. As of September 2020, there are 1,131 employees.

Demographics Strengths

La Porte ISD has many strengths:

1. The district was awarded numerous grants which enabled the district to support student safety, behaviors, and counseling needs including (a) supporting teacher training; and (b) adding additional support staff.
2. All district facilities had significant upgrades for the safety of our students and staff. We continue to improve our safety measures for students and staff due to COVID-19.
3. To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs) and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers are the policies and procedures set forth by the City of La Porte Police Department.
4. The Academy of Viola DeWalt High School has doubled its enrollment to better meet the needs of LPISD high school students.
5. The district utilized the new website to post and communicate all lesson plans, PK - 12, during the district's closure due to COVID-19.
6. The district communicates through a variety of mediums (digital and print) to help ensure that our messages reach the demographic spectrum of stakeholders.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*). For the 2018-19 school year, La Porte ISD and all campuses met TEA standards. La Porte ISD received a 'B' in the Texas Education Agency's 2019 accountability ratings. Two elementary campuses received an A, six campuses received a B, and four campuses received a C. Six campuses received at least one distinction. The overall rating, which was scored 85 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics.

CAMPUS	DISTINCTIONS EARNED
La Porte Elementary	Academic achievement in English language arts/reading, academic achievement in science, postsecondary readiness, top 25 percent in comparative academic growth, and top 25 percent in comparative closing the gaps
Leo A. Rizzuto Elementary	Academic achievement in mathematics, postsecondary readiness, top 25 percent in comparative academic growth, and top 25 percent in comparative closing the gaps.
College Park Elementary	Postsecondary readiness and top 25 percent in comparative closing the gaps
Jennie Reid Elementary	Academic achievement in science and postsecondary readiness
Bayshore Elementary	Postsecondary Readiness
Heritage Elementary	Top 25 percent in comparative closing the gaps
Lomax Elementary	Academic achievement in science

A comparison of STAAR scores at the All Students level show that the 2018 and 2019 scores do not show much variance. The largest change is in SOCIAL STUDIES with a 4% point loss.

ALL GRADE LEVELS		
	2018	2019
Reading	77	78
Math	86	85
Writing	71	73
Science	85	83
Social Studies	82	78

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches,

Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have a high likelihood of success in the next grade or course and are less likely to need academic intervention.

The Federal indicators included in the Closing the Gaps domain align the state accountability system with the Federal Every Student Succeeds Act (ESSA). The four components are: Academic Achievement, Growth or Graduation, English Language Proficiency, and School Quality or Student Success.

	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
Academic Achievement Status												
ELA/Reading Target	44%	32%	37%	60%	74%	56%	33%	29%	19%	36%	46%	42%
Target Met	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
% at Meets GL Standard or Above	49%	36%	48%	51%	75%	49%	44%	37%	22%	42%	51%	42%
Math Target	46%	31%	40%	59%	82%	54%	36%	40%	23%	44%	47%	45%
Target Met	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y
% at Meets GL Standard or Above	52%	38%	51%	55%	72%	33%	46%	44%	28%	55%	54%	45%
Total Indicators												
Growth Status												
ELA/Reading Target	66	62	65	69	77	68	64	64	59	65	66	67
Target Met	N	Y	Y	N	Y	N	Y	Y	Y	N	N	N
Academic Growth Score	65	66	65	65	77	50	64	64	61	58	65	64
Math Target	71	67	69	74	86	73	68	68	61	70	71	70
Target Met	N	N	N	N	N	N	N	N	N	Y	N	N
Academic Growth Score	63	60	65	62	69	48	63	63	50	74	63	64

READING

Looking deeper, STAAR READING 2018 and 2019 scores at Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Reading		
	2018	2019
3 rd Reading	89	86
4 th Reading	81	86
5 th Reading	88	87
6 th Reading	66	77
7 th Reading	67	74
8 th Reading	78	75
English I	64	62
English II	66	65

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	86	53	32
4th Reading	86	49	23
5th Reading	87	54	32
6th Reading	77	40	19
7th Reading	74	46	27
8th Reading	75	45	20
English I	62	49	8
English II	65	48	3

An analysis of scores from the TEA 2019 STAAR performance data table for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of All student group (All - 78%; Sped - 47%).
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.
- English Learners (EL) scores as a student group are lower than the All student group (All - 78%; EL -67%).
- The students in the White and Two or More Races student groups missed the Federal Academic Achievement ELA/Reading target.
- The students in All Students, White, Two or More Races, Special Ed (Former), Continuously Enrolled, and Non-Continuously Enrolled missed the Federal Growth Status target.
- During the analysis of all READING academic achievement data is an increase in the 6th grade scores from 66% to 77% and the 7th grade scores from 67% to 74%.

MATH

STAAR MATH 2018 and 2019 scores at Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Math		
	2018	2019
3rd Math	88	85
4th Math	91	83
5th Math	94	95
6th Math	85	89
7th Math	57	66
8th Math	87	82
Algebra I	83	75

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	85	49	23
4th Math	83	54	28
5th Math	95	71	46
6th Math	89	56	25
7th Math	66	18	2
8th Math	82	50	10
Algebra I	75	45	20

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

- The 7th grade MATH scores increased 9% points from the prior year.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 55% for SpEd and 85% for all students.
- African American students scored below both Hispanic and White students. African American 75%, Hispanic 86% and White 85%.
- EL students scored comparable to the other student groups taking the same test.
- Algebra I scores decreased from 83% to 75%.
- The students in White, Asian, Two or More Races groups missed the Federal Academic Achievement MATH target.

The students in All Students, African American, Hispanic, White, Asian, Two or More Races, Eco Dis, EL, Special Ed (Current), Continuously

Enrolled, and Non-Continuously Enrolled missed the Federal Growth Status target.

WRITING

STAAR WRITING 2018 and 2019 scores at Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Writing		
	2018	2019
4 th Writing	81	74
7 th Writing	66	71

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
4 th Writing	74	36	8
7 th Writing	71	40	13

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

- The African American, EL and Special Education students scored considerably lower than the other sub-populations. African American (59%), EL (54%), SpEd (39%) and All students (73%).
- During the analysis of all WRITING academic achievement data is the performance decrease from last year to this year in 4th grade.

SCIENCE

STAAR SCIENCE 2018 and 2019 scores at Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Science		
	2018	2019
5 th Science	87	84
8 th Science	68	79
Biology	85	86

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
5 th Science	84	54	28
8 th Science	79	45	19
Biology	86	60	17

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

- The greatest variance in scores was from the EL and Special Ed student groups: EL (63%), SpEd (55%), AA and All students (83%).

SOCIAL STUDIES

STAAR SOCIAL STUDIES 2018 and 2019 scores at Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Social Studies		
	2018	2019
8th Social Studies	68	64
US History	94	93

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
8th Grade	64	24	10
US History	93	76	42

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

- EL students scored (57%), SpEd (55%), and African American students (64%) scored lower than the ALL student group (78%).

Student Academic Achievement Needs:

- Increase instructional rigor in Tier I instruction.
- 65% of all students met or exceeded expected growth on 2019 STAAR READING (Domain 2, Part A).
- 63% of all students met or exceeded expected growth on 2019 STAAR MATH (Domain 2, Part A).
- 36% of 8th grade students did not meet standard on the 2019 STAAR SOCIAL STUDIES (Domain 1).
- All student groups will achieve Meets Grade Level or above in all grades and STAAR tested subjects (Domains 1 & 3).
- 35% of English Learners progressed at least one proficiency level on the TELPAS Composite Rating (Domain 3).
- Develop 5-year College, Career, Military Readiness (CCMR) performance goals (Domain 3).

Student Learning Strengths

La Porte ISD is proud of many different student achievement strengths for 2018-19 include:

- 6th and 7th Grade READING scores increased in all Approaches, Meets, and Masters scores.

- 6th and 7th Grade MATH scores increased in all Approaches, Meets and Masters scores.
- 7th Grade WRITING scores increased in all Approaches, Meets and Masters scores.
- 3rd Grade READING scores increased in Meets and Masters scores.
- U.S. HISTORY EOC scores increased in Meets and Masters scores.
- ENGLISH I EOC student scores increased in Meets and Masters scores.

District Processes & Programs

District Processes & Programs Summary

For the 2019-2020 school year, the district focused on creating a better process to measure the taught grade-level TEKS. Professional development included a process for Professional Learning Communities (PLCs) to use the TEKS Resource System and current 3-week assessment results to map out the specific skills and standards to be taught and assessed each six weeks. PLCs review and/or revise the curriculum maps and checkpoints before each six weeks begins confirming alignment with the standards and ensuring that teachers clearly understand where students have previously struggled. Data boards that include attendance, checkpoint results, and student reading levels are studied. The PLCs then use all of this data to design daily lessons. The design of the checkpoints allows students to demonstrate their learning through performance, products, and presentations. Daily instruction is expected to match the 3-week checkpoints at the same level of Bloom's and depth of knowledge (DOK) rigor. During the 2019-2020 school year, we continued to refine our RtI/MTSS processes for each campus. We utilize a comprehensive software platform to document RtI/MTSS, 504, EL, and special education.

Identified District & Program Needs:

Curriculum & Instruction Needs:

- Due to the cancellation of the 2020 STAAR tests, the district is administering the Optional BOY Assessments for select subjects in grades 4 - 10.
- Provide training for all campuses in the areas of inclusive practices, understanding the implementation of a student individual education plan, and how to implement a behavior intervention plan in a virtual environment.
- In light of COVID-19, campus health, safety, and classroom management continue to be a top priority.
- Multiple trainings regarding mental health are being provided along with available resources.
- Continue strengthening the RtI/MTSS/assessment/data analysis/instructional planning process and will help campuses increase the effectiveness of this district-wide process.
- The district will continue the administration of the interim assessments for math and reading as well as the formative assessment bank of questions created by TEA.
- The district funded four secondary instructional coach positions to support ELA and mathematics

Special Education Needs:

- Address the high demand of evaluations needing to be completed due to the interruption of COVID-19.
- Meeting the needs of special education students choosing virtual learning.
- While teletherapy was offered during COVID closure; several parents opted not to participate which ultimately left a gap in student progress which we are addressing.

Fine Arts Needs:

- Provide quality professional development
- Replace equipment to maintain inventory and recycle outdated equipment
- Update facility technology

Safe and Secure Schools:

- Following CDC guidelines, the district is implementing additional safety protocols/measures to prevent and mitigate the spread of COVID-19.
- TSDS PEIMS student disciplinary Action incidents counts by reason code reveals that LPISD Title IV priority is at La Porte High School. Resources and activities are documented in the La Porte High School Campus Improvement Plan.

Library Collections:

- Assess campus library collections to ensure content is accurate and free of bias, current, and relevant.
- Library selection aligns with AASL guiding principles, reflect student interest, and enriches district curriculum.

Human Resources Needs:

- Continue to refine and build upon local and statewide recruiting efforts to respond to teacher shortages, particularly in secondary teaching fields.
- Continue to focus on strategies to increase staff retention.
- Continue to increase number of English as a Second Language (ESL) certified teachers.
- Continue to work with the transportation department to build on recruiting efforts for hard-to-fill positions, such as bus drivers.
- Continue to build the certified and paraprofessional substitute pools.

Communications Needs

- Reorganization/expansion of print shop to include digital media services as needed by the district.
- Expansion of department to produce digital media and other related projects to help ensure that we maintain constant communication with our younger demographics.

Technology Needs

- Update campus laptop models
- Order adequate hotspots for students
- Document cameras needed in all classrooms

District Processes & Programs Strengths

Curriculum and Instruction Strengths:

- All PLCs report strong skills for designing and implementing 3-week checkpoints.
- Campus teachers report that their ability to review and revise the checkpoints before they write lesson plans strengthens their instruction.
- 100% of teachers participated in professional development focused on their individual needs to inform their instructional practices.
- Student mental health is supported by several intervention support staff (behavioral interventionists, crisis counselors, and mental health trainer).

Fine Arts Strengths:

- High-quality fine arts facilities
- Strong instrument inventory that is still being currently updated and maintained
- Efficient use of secondary teacher FTE units and master schedule coordination to allow for the vertical team teaching within our music programs strengthening the ability to recruit and retain students
- Excellent participation and evaluative results for all programs in UIL activities as well other contests and festivals providing our students excellent performance opportunities of a wide variety and scope

Special Programs Strengths:

- A strong continuum of services to include programs for students with autism, behavioral challenges, and academic and functional needs.
- Collaboration on campuses by pairing like special education programs.
- Beginning the 5th year of restorative practices.
- Continuing with several mental health wellness grants worth \$500,000.
- Awarded a \$225,000 Fiscal Support Grant to support special education evaluations, compensatory services related to COVID-19 closure, and Extended School Year.

Human Resources Strengths:

- Dedicated to recruiting, developing and retaining a dedicated, highly-qualified staff for LPISD students.
- Maintain a competitive and responsive compensation plan, including employer contribution to employee-only health insurance that exceeds the state required minimum.
- Strong collaboration with campuses and departments.
- Focus on strong, responsive customer service for applicants, employees, volunteers and community.
- Encourage current paraprofessionals to pursue teaching certification and provide growth opportunities, including completion of internship while remaining in a paraprofessional position, so they may become future LPISD teachers.
- Recruit and hire teachers and paraprofessionals that meet district, state and federal requirements.
- Recruit specialized, highly sought after professionals to fill assessment team openings.
- Continue to work with universities to support student teachers and observation opportunities, providing a pool for potential classroom teacher candidates.
- Personalized, specific onboarding sessions for new hires and substitutes which include policy updates and LPISD safety component, the Standard Response Protocol (SRP).
- Facilitate First Year Teacher (FYT) Program, which provides mentoring (district and campus-level), support, and professional learning to First-Year Teachers throughout the year.

Communications Strengths:

- Several protocols/processes in place to ensure that district communiques reach all demographic segments.

- Assist/facilitate activities of related support organizations (e.g. Retired Teachers and La Porte Education Foundation)
- Transparency and routine contact with Houston-area press to help ensure accurate media coverage of district.

Technology Strengths:

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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 Data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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 and/or ASPIRE

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data

- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 13, 2020

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

Performance Objective 1: Increase the performance of all student groups in all subjects on 2021 STAAR by 10% or higher at Meets and Masters grade level as compared to 2019 STAAR scores.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Scores

Summative Evaluation: None

Strategy 1: Provide a solid district scope and sequence for the core content areas to support Tier I instruction and targeted student interventions based on TEA interim assessments, checkpoints, benchmarks, and STAAR data. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary, and Special Programs Funding Sources: TEKS Resource System - 255 Title II, Part A, TPTR - \$36,835	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development opportunities for teachers, instructional paraprofessionals, campus and district administrators that promote enhanced instructional rigor to meet the readiness, supporting, and process standards of the Prekindergarten Guidelines, Texas Essential Knowledge and Skills (TEKS), Sheltered Instructional Strategies, English Learner Proficiency Standards (ELPS) and Special Education. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary, and Special Programs Results Driven Accountability Funding Sources: Professional Development - 263 Title III, LEP - \$23,531, On Data Suite (Region 4) - 255 Title II, Part A, TPTR - \$5,495, ASCD Instructional PD Membership - 255 Title II, Part A, TPTR - \$1,500, Title I RS for District-wide PD - 211 Title I, Part A - \$4,000, Professional Development - 255 Title II, Part A, TPTR - \$15,950	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide instructional coaching and mentoring opportunities for teachers by instructional coaches to promote enhanced instructional rigor to meet the readiness, supporting, and process standards of the Texas Essential Knowledge and Skills (TEKS) for ELA, Mathematics and Science. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary Results Driven Accountability Funding Sources: Professional Development for Instructional Coaches & Content Teachers - 255 Title II, Part A, TPTR - \$10,000, CAST Conference and Region 4 Leadership PD - 255 Title II, Part A, TPTR - \$6,000, Instructional Coaches (.5 FTE Elem. Math & 1 FTE Science) - 255 Title II, Part A, TPTR - \$107,871	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Conduct classroom walk-throughs to ensure quality Tier I instruction and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP). Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary, and Special Programs Results Driven Accountability Funding Sources: Lead Your School Power Walks - 255 Title II, Part A, TPTR - \$16,100, Lead Your School Power Walks - 199 General Fund - \$11,500, SuccessEd - 211 Title I, Part A - \$34,312	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: Ensure that All students Meet or Exceed Growth on the 2021 ELA/READING and MATH STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR ELA/READING and MATH scores

Summative Evaluation: None

Strategy 1: Analyze student performance on campus assessments every three weeks to inform leadership support. Strategy's Expected Result/Impact: Support the campus leaders with strategies to intervene on student progress. Staff Responsible for Monitoring: Executive Directors of Elementary and Secondary Education. Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide specific professional development opportunities for ELA teachers related to the new ELA TEKS (9-12) approved and adopted in June 2017. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Director, Secondary; High School Principals Results Driven Accountability Funding Sources: Lead4ward New ELAR TEKS Training - 255 Title II, Part A, TPTR - \$700	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide embedded professional development and instructional coaching opportunities to teachers by math instructional coaches. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary; Principals Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Conduct classroom walk-throughs to ensure quality Tier I instruction and implementation of student interventions, supports, accommodations, and modifications as documented in the students' education plans (MTSS/RTI, 504, LPAC or IEP). Strategy's Expected Result/Impact: Improve student outcomes. Staff Responsible for Monitoring: Executive Directors of Elementary, Secondary Education and Special Programs. Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Administer BOY assessments and interim assessments for reading (grades 3-8, English I & II) and for math (grade 3-8 and Algebra I) to inform instruction and identify individual student gaps. Strategy's Expected Result/Impact: Improve student outcomes. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary; Principals Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: In compliance with HB 3, develop and post the district's early childhood literacy and mathematics proficiency plans. Strategy's Expected Result/Impact: Improve student outcomes. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary; Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase 8th grade SOCIAL STUDIES scores on 2021 STAAR with 75% at Approaches grade level.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 8th Grade STAAR SOCIAL STUDIES scores

Summative Evaluation: None

Strategy 1: Monitor teacher implementation of the social studies scope and sequence and student engagement with the curriculum via classroom walk-throughs. Strategy's Expected Result/Impact: Student achievement gains Staff Responsible for Monitoring: Deputy Superintendent, Executive Director of Secondary Education Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Junior high campuses will collaborate and conduct focused weekly PLCs to analyze student academic data and develop rigorous lesson plans. Strategy's Expected Result/Impact: Student achievement gains Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Secondary Education; Principals Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Administer TEA interim assessment for grade 8 social studies to inform instruction and identify individual student gaps. Strategy's Expected Result/Impact: Student achievement gains Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Secondary Education; Principals Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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 and participation of all students and student groups to 75% for College, Career and Military Ready (CCMR).

Targeted or ESF High Priority

Evaluation Data Sources: 2021 State Accountability results SAT, ACT, or TSIA, Dual Credit, AP Exams, College Prep Course, Associates Degree; Industry Certifications, and Enlisting in US Armed Forces.

Summative Evaluation: None

Strategy 1: Track student performance and participation data to ensure students meet at least one of the CCMR components. Strategy's Expected Result/Impact: We expect all graduates will meet the CCMR criteria. Staff Responsible for Monitoring: Executive Director of Secondary Education; High School Principals Funding Sources: Kuder - 288 or 289 Title IV, Part A - \$18,149, Master Scheduler software - 211 Title I, Part A - \$33,975	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide certifications/licensure opportunities for CTE students by ensuring all CTE courses are tied to a state-approved industry certification/licensure. Strategy's Expected Result/Impact: More students will achieve a state-approved industry certification/licensure. Staff Responsible for Monitoring: Executive Director of Secondary Education; high school principals Funding Sources: CTE supplies to support Industry-based certifications - 288 or 289 Title IV, Part A - \$28,322, Industry-based certifications - 244 Perkins Career & Technical Ed (CTE) - \$59,157	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Administer the Texas Success Initiative Assessment (TSIA) to all juniors. Strategy's Expected Result/Impact: All graduates will be ready for college level coursework in the areas of Reading, Writing and Mathematics. Staff Responsible for Monitoring: Executive Director of Secondary Education; High School Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Offer the SAT School Day for all juniors and seniors to increase participation and scores at or above criterion. Strategy's Expected Result/Impact: We expect all graduates will meet the CCMR criteria. Staff Responsible for Monitoring: Executive Director of Secondary Education; High School Principals Funding Sources: SAT Administrations - 199 General Fund - \$39,664	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Increase the number of AP students who are enrolled in AP coursework to take the AP exam and score at or above criterion. Strategy's Expected Result/Impact: We anticipate all students enrolled in an AP course to take the corresponding AP exam and receive a score of 3 or above. Staff Responsible for Monitoring: Executive Director of Secondary Education; High School Principal Funding Sources: AP Exam Costs - 199 General Fund - \$33,197	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Support campus efforts to provide enriched military recruitment. Strategy's Expected Result/Impact: LPISD will have a rich military recruitment by making the Armed Services Vocational Aptitude Battery (ASVAB) available to all students. Staff Responsible for Monitoring: Executive Director of Secondary Education; High School Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: In compliance with HB 3, develop and post CCMR plans that set annual specific goals. Strategy's Expected Result/Impact: We expect all graduates will meet the CCMR criteria. Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Secondary Education; Secondary Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: 40% of English Learners will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2019 TELPAS scores.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS data

Summative Evaluation: None

Strategy 1: Implement the practice for the online listening and speaking portion of the TELPAS assessment using online tools for grades 2-12. Strategy's Expected Result/Impact: A 10% increase in listening, speaking, reading, writing, and overall composite TELPAS scores. Staff Responsible for Monitoring: Principals and Executive Directors of Elementary and Secondary Funding Sources: Summit K-12 Connect to Literary Software - 263 Title III, LEP - \$12,335	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Study the feasibility of a New Arrival Center (NAC) at the high school and junior high levels to accelerate the acquisition of the English language for the 2020-2021 school year. Strategy's Expected Result/Impact: Increase in EL student performance on the TELPAS and STAAR. Staff Responsible for Monitoring: Deputy Superintendent, Executive Directors of Elementary and Secondary Education	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide in-class support for ELs with campus staff, academic tutors, and EL intervention-support paraprofessionals. Strategy's Expected Result/Impact: Increase in EL student performance on the TELPAS and STAAR. Staff Responsible for Monitoring: Deputy Superintendent, Executive Directors of Elementary and Secondary Education Funding Sources: EL Bilingual Extra Duty, General Supplies, Printing Materials, and Misc. Operating Costs - 263 Title III, LEP - \$12,718	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide parents of English Learners the opportunity to attend parent training and access to instructional resources to support student learning. Strategy's Expected Result/Impact: Increase parental involvement opportunities for parents of English Learners to a minimum of two district-wide opportunities per semester. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary Funding Sources: EL Parent Training, Reading Materials, Extra Duty/OT Support Staff, and General Supplies - 263 Title III, LEP - \$7,798	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Increase special education STAAR WRITING scores to 50% Met Standard in grades 4 and 7.

Evaluation Data Sources: 2021 STAAR data
Summative Evaluation: None

Strategy 1: Support special education teachers by providing opportunities for collaboration and common planning with ELA teachers during PLCs to better understand the instructional strategies associated with STAAR WRITING. Strategy's Expected Result/Impact: Improved writing performance based on assessment data such as checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors, Elementary, Secondary; Principals Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Revise and strengthen the district's emergency management plan.

Evaluation Data Sources: Completed emergency management plans

Summative Evaluation: None

Strategy 1: Collaborate with La Porte Emergency Management, LEPC, and/or Channel Industries Mutual Aid (CIMA) Zone 4 to conduct at least one coordinated exercise per year, including but not limited to Shelter-in-Place, Intruder, and/or Severe Weather. Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations Staff Responsible for Monitoring: Deputy Superintendent, Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor campuses for crisis response training as evidenced by campuses conducting at least one Shelter-in-Place, one Intruder exercise, one severe weather exercise per year, monthly fire drills, and reverse evacuations. Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations Staff Responsible for Monitoring: Deputy Superintendent, Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Promote two-way conduit for safety and security information between central administration and campuses/departments using the District Safety and Security Committee. Strategy's Expected Result/Impact: To have all staff knowledgeable in emergency situations Staff Responsible for Monitoring: Deputy Superintendent, Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Threat Assessment Teams on all campuses will to review the threat assessment protocol and meet on a regular basis. Strategy's Expected Result/Impact: To have all staff knowledgeable in how to refer to the Threat Assessment Team students who may be involved in bullying, be victims of bullying, or be a threat of harming themselves or others. Staff Responsible for Monitoring: Deputy Superintendent, Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase the safety and security of all district facilities to meet La Porte ISD's identified safety standards

Strategy 1: Continue the use of an anonymous app to report incidents. Strategy's Expected Result/Impact: Increase safety and security Staff Responsible for Monitoring: Deputy Superintendent, Administration Funding Sources: Anonymous Alerts App - 288 or 289 Title IV, Part A - \$9,950	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase safety measures to mitigate the spread of COVID-19 at all campuses and district facilities. Strategy's Expected Result/Impact: minimize impact of COVID-19 on all campuses and district facilities Staff Responsible for Monitoring: Deputy Superintendent, Administration Funding Sources: Safety Dividers - school cafeterias - 211 Title I, Part A - \$132,101	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Due to the sensitive nature of the district's safety measures, please contact the superintendent's office.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Provide social-emotional and mental health activities to support safe and secure school conditions that foster student learning and the whole-student development.

Targeted or ESF High Priority

Evaluation Data Sources: Drug and violence prevention, bullying and harassment prevention data, professional development data, and data from all counseling staff that support mental wellness.

Summative Evaluation: None

Strategy 1: Implementation of LPISD district-wide positive behavior interventions and supports. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance; Reduction of drug, alcohol, bullying, harassment and discipline referrals. Staff Responsible for Monitoring: Campus Administrators; Deputy Superintendent; Executive Directors; Behavior Interventionist; crisis counselors; mental health trainer Results Driven Accountability Funding Sources: Crisis Counselor (75% FTE), Mental Health Trainer (50% FTE), and 6 counselor clerks - STOP Violence and Reporting Grant - \$234,110, Local required match for STOP Violence Grant - 199 General Fund - \$120,945 , Additional Crisis Counselor through Communities in Schools - 211 Title I, Part A - \$18,000, Interventionist/Counselor, Drug & Behavior - 288 or 289 Title IV, Part A - \$44,295, Crisis Counselor (25% FTE) - 211 Title I, Part A - \$19,664, Mental Health Trainer (50% FTE) - 255 Title II, Part A, TPTR - \$41,442	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: While the district has added additional mental health resources, the district will develop comprehensive trauma-informed care guidelines in alignment with board policy. Strategy's Expected Result/Impact: Have trauma-informed care guidelines to ensure allow all stakeholder better understanding of the available resources to support student and staff mental health. Staff Responsible for Monitoring: Deputy Superintendent; Executive Directors Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide Emotional Backpack training to all district staff through Trainer-of-Trainer model to support staff and students with mental health wellness. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue support of Character Strong, the district's TEA approved character education curriculum. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Provide additional outside counseling resources to support student mental health. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors Results Driven Accountability Funding Sources: Outside mental health resources - 483-Region 4 Texas Rebuild Grant - \$40,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Continue to extend and refine our restorative practices for PK-12. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance; reduction of bullying, harassment and discipline referrals. Staff Responsible for Monitoring: HCDE; Principals; Deputy Superintendent; Executive Directors Results Driven Accountability Funding Sources: Restorative Practices training - HCDE Safe and Secure Schools Grant	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Continue to train staff in Restorative Practices and Youth Mental Health First Aid. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors Results Driven Accountability Funding Sources: Staff training - HCDE Safe and Secure Schools Grant - managed by HCDE - \$160,077.67	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Develop a consistent district behavioral MTSS (multi-tiered systems of support) process. Strategy's Expected Result/Impact: To provide behavioral interventions and support and reduce negative behaviors resulting in removals from the instructional setting Staff Responsible for Monitoring: Principals; Deputy Superintendent; Executive Directors Results Driven Accountability	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Provide students who are homeless or residing in local facilities for the neglected with Title I, Part A services. Strategy's Expected Result/Impact: Improved social-emotional health and academic performance Staff Responsible for Monitoring: Director of Federal/State Programs; Principals Funding Sources: Title I, Part A services (includes clothes, hygiene products, school supplies, etc.) - 211 Title I, Part A - \$3,457	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: La Porte Independent School District will attract, develop, and retain excellent staff in response to the district's needs.

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

Summative Evaluation: None

Strategy 1: Develop recruiting teams, including campus staff and district leadership, to increase and diversify participation in area and state-wide job fairs to recruit district hard-to-fill or TEA-identified state-level shortage area positions. Strategy's Expected Result/Impact: Recruit excellent, qualified candidates who meet the district's hiring needs. Find qualified candidates for campus teams, particularly for state-level shortage areas and hard-to-fill positions such as special education, bilingual/ESL, program special education positions, career and technical education, foreign language, secondary math and secondary science. Staff Responsible for Monitoring: Human Resources Department, Campus Principals, Curriculum Department Funding Sources: Recruitment Activities - 255 Title II, Part A, TPTR - \$9,885	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire elementary teachers and secondary English Language Arts Reading (ELAR) teacher candidates who hold an ESL certification or ACP candidates who have passed the ESL test. Strategy's Expected Result/Impact: Increase the number of ESL certified teachers in both elementary and secondary; provide ESL preparation course, targeting secondary ELAR teachers; instruction provided to students by ESL certified teachers Staff Responsible for Monitoring: Executive Director of Human Resources; Director of Human Resources; Executive Directors of Elementary and Secondary Education; campus principals Funding Sources: ESL certification preparation courses - 263 Title III, LEP - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide quality professional development materials for principals and district leadership. Strategy's Expected Result/Impact: Develop and cultivate skills in district and campus to increase leadership capacity Staff Responsible for Monitoring: Director, Federal and State Programs; LPISD Curriculum Department Funding Sources: Professional Development - 255 Title II, Part A, TPTR - \$4,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide professional development opportunities for State and Federal Accountability to campus and district administrators. Strategy's Expected Result/Impact: Administrators continually having a better understanding of assessment results. Staff Responsible for Monitoring: Director of Federal and State Programs, Executive Director of Human Resources	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Campus and District personnel will provide mentoring, coaching, individualized support and professional learning opportunities to support the retention of high quality teaching and support staff. Strategy's Expected Result/Impact: Teachers and support staff will experience growth and success in the profession and will choose to continue employment with La Porte ISD. Staff Responsible for Monitoring: Campus and District Administration, Instructional Coaches	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6: Provide the opportunity for interested LPISD classroom teachers to attend in-district or R4 hosted Bilingual/ESL test preparation sessions. Strategy's Expected Result/Impact: Increase the number of Bilingual/ESL certified classroom teachers to meet the needs of elementary and secondary students. Staff Responsible for Monitoring: Curriculum Department, Human Resources Department Title I Schoolwide Elements: 2.4 Funding Sources: Qualified trainers or access to training courses - 263 Title III, LEP - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7: Provide AP Academy sessions to current campus administrators and develop strategies for growing future district and campus leaders. Strategy's Expected Result/Impact: Increase leadership capacity in campus mentors; grow future campus administrators internally Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Secondary Education; Curriculum Department	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Establish a committee and begin developing a Leadership Academy for interested classroom teachers aspiring to campus and district leadership roles to begin in 2021-2022. Strategy's Expected Result/Impact: Provide opportunities to collaborate with other LPISD educators, explore avenues of leadership and grow campus and district leaders. Staff Responsible for Monitoring: Human Resources Department, Curriculum Department, Campus Leadership	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9: Analyze exit survey results for employees leaving employment in La Porte ISD. Strategy's Expected Result/Impact: Consider perceptions of employees who are exiting the district; analyze perceptions of district, campus, department, and program to identify strengths and needs Staff Responsible for Monitoring: Human Resources Department	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Remain externally competitive with respect to employee salaries and sensitive to internal equity.

Evaluation Data Sources: TASB Salary Survey

Summative Evaluation: None

Strategy 1: Utilize TASB's annual salary and stipend study results to analyze current LPISD salaries and stipends for external equity. Strategy's Expected Result/Impact: Make recommendations to LPISD Administration about salary and stipend data trends during budget cycle Maintain competitive compensation plan Staff Responsible for Monitoring: Executive Director and Director of Human Resources	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Increase parent/family/community engagement by promoting involvement opportunities in our schools.

Evaluation Data Sources: Publicity of campus/district events via social media, newspaper, and district website.

Summative Evaluation: None

Strategy 1: Promote 2020-21 district theme ("Keep La Porte Strong"). Strategy's Expected Result/Impact: Increased pride in school community; More awareness of academic opportunities for students within LPISD Staff Responsible for Monitoring: Director of Communications and Community Relations Funding Sources: District marketing materials - 199 General Fund	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support Parent/Family/Community Engagement by providing additional local/region/state resources. Strategy's Expected Result/Impact: Improved parent/family/community engagement from research-based tools Staff Responsible for Monitoring: Director Federal/State Programs Funding Sources: Title I RS Parent/Family/Community Engagement - 211 Title I, Part A - \$13,890	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 student enrollment.

Evaluation Data Sources: LPISD enrollment numbers

Summative Evaluation: None

Strategy 1: Expand targeted marketing campaign by exploring new ways to promote La Porte ISD. Strategy's Expected Result/Impact: Widespread awareness of La Porte ISD programs and activities; Recruitment of students to attend LPISD Staff Responsible for Monitoring: Director of Communications and Community Relations Funding Sources: - 199 General Fund - \$3,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Conduct community outreach to locate non-enrolled students who were previously enrolled in La Porte ISD, but whose whereabouts are unknown. Strategy's Expected Result/Impact: Increased student enrollment Staff Responsible for Monitoring: District Attendance Officer	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Add document cameras to the District Classroom Technology baseline. Baseline currently has a projector, sound system, teacher station, and interactive whiteboard.

Evaluation Data Sources: Inventory changes to include document camera in all classrooms

Summative Evaluation: None

Strategy 1: Test document camera options, distribute based on immediate need, provide training for integration. Strategy's Expected Result/Impact: Director of Technology Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Replace the oldest district wi-fi access points with newer higher speed models.

Evaluation Data Sources: Inventory changes to include newest models in all classroom and building areas

Summative Evaluation: None

Strategy 1: Facilitate the process of identifying poorly operating access points for replacement across the district. Strategy's Expected Result/Impact: Increase wireless performance and coverage. Staff Responsible for Monitoring: Director of Technology	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Begin replacing oldest model laptops at the campuses. Our current oldest models are nine years old.

Evaluation Data Sources: Removal of HP 4430 and 4440's from inventory system

Summative Evaluation: None

Strategy 1: Coordinate the systematic removal of HP 4430 and 4440 laptops from campuses and the Resource Manager inventory system. Strategy's Expected Result/Impact: Improve access to upgraded devices. Staff Responsible for Monitoring: Director of Technology	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: Curate school library collections with an average age of 10 years or less.

Evaluation Data Sources: Statistical reports generated in Destiny
Summative Evaluation: None

Strategy 1: Implement a practice of library collection analysis with a weeding project guided by the CREW method using statistical reports. Strategy's Expected Result/Impact: Remove bias, inaccurate, irrelevant, dated, and damaged titles. Free up space for relevant, culturally responsive, and high-interest selections. Staff Responsible for Monitoring: Instructional Technology Support	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lead Your School Power Walks		\$11,500.00
1	4	4	SAT Administrations		\$39,664.00
1	4	5	AP Exam Costs		\$33,197.00
2	3	1	Local required match for STOP Violence Grant		\$120,945.00
4	1	1	District marketing materials		\$0.00
4	2	1			\$3,000.00
Sub-Total					\$208,306.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I RS for District-wide PD		\$4,000.00
1	1	4	SuccessEd		\$34,312.00
1	4	1	Master Scheduler software		\$33,975.00
2	2	2	Safety Dividers - school cafeterias		\$132,101.00
2	3	1	Additional Crisis Counselor through Communities in Schools		\$18,000.00
2	3	1	Crisis Counselor (25% FTE)		\$19,664.00
2	3	9	Title I, Part A services (includes clothes, hygiene products, school supplies, etc.)		\$3,457.00
4	1	2	Title I RS Parent/Family/Community Engagement		\$13,890.00
Sub-Total					\$259,399.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Industry-based certifications		\$59,157.00
Sub-Total					\$59,157.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System		\$36,835.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	On Data Suite (Region 4)		\$5,495.00
1	1	2	ASCD Instructional PD Membership		\$1,500.00
1	1	2	Professional Development		\$15,950.00
1	1	3	Professional Development for Instructional Coaches & Content Teachers		\$10,000.00
1	1	3	CAST Conference and Region 4 Leadership PD		\$6,000.00
1	1	3	Instructional Coaches (.5 FTE Elem. Math & 1 FTE Science)		\$107,871.00
1	1	4	Lead Your School Power Walks		\$16,100.00
1	2	2	Lead4ward New ELAR TEKS Training		\$700.00
2	3	1	Mental Health Trainer (50% FTE)		\$41,442.00
3	1	1	Recruitment Activities		\$9,885.00
3	1	3	Professional Development		\$4,000.00
Sub-Total					\$255,778.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$23,531.00
1	5	1	Summit K-12 Connect to Literary Software		\$12,335.00
1	5	3	EL Bilingual Extra Duty, General Supplies, Printing Materials, and Misc. Operating Costs		\$12,718.00
1	5	4	EL Parent Training, Reading Materials, Extra Duty/OT Support Staff, and General Supplies		\$7,798.00
3	1	2	ESL certification preparation courses		\$5,000.00
3	1	6	Qualified trainers or access to training courses		\$5,000.00
Sub-Total					\$66,382.00
288 or 289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Kuder		\$18,149.00
1	4	2	CTE supplies to support Industry-based certifications		\$28,322.00
2	2	1	Anonymous Alerts App		\$9,950.00
2	3	1	Interventionist/Counselor, Drug & Behavior		\$44,295.00
Sub-Total					\$100,716.00

HCDE Safe and Secure Schools Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Restorative Practices training		\$0.00
2	3	7	Staff training	managed by HCDE	\$160,077.67
Sub-Total					\$160,077.67
STOP Violence and Reporting Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Crisis Counselor (75% FTE), Mental Health Trainer (50% FTE), and 6 counselor clerks		\$234,110.00
Sub-Total					\$234,110.00
483-Region 4 Texas Rebuild Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5	Outside mental health resources		\$40,000.00
Sub-Total					\$40,000.00
Grand Total					\$1,383,925.67

La Porte Independent School District

Bayshore Elementary

Campus Improvement Plan

2020-2021



Mission Statement

The Bayshore Elementary staff seeks to promote and develop the growth of our students academically, socially and emotionally within a safe learning environment.

Vision

We are committed to creating a school that knows no limits to the academic success of each student.

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	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	12
Goal 2: Provide a safe, secure and disciplined learning environment.	18
Goal 3: Attract, develop and retain excellent staff.	20
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	22
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	23
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	25
2.3: Available to parents and community in an understandable format and language	25
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	26
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
3.1: Develop and distribute Parent and Family Engagement Policy	26
3.2: Offer flexible number of parent involvement meetings	26
Title I Personnel	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Bayshore Elementary is one of seven elementary campuses in La Porte Independent School District. Bayshore Elementary opened its doors in 1965 and changed its physical location in January 2010 after Hurricane Ike caused destruction to the original site in September 2008. Bayshore serves approximately 466 bilingual and general education students, Kindergarten through 5th grades to include two classes of SAIL. Kindergarten through second grade students are served in self-contained classrooms. Third through fifth grade students receive instruction in a departmentalized environment.

The site-based decision-making team looked at last year's program evaluations, reflections from campus events, survey results and the following data: TEA Accountability data, STAAR data, campus benchmarks, BAS, attendance, MAP results, STAR reading, discipline, PEIMS, student data reports to develop our needs assessment and campus improvement plan.

The student population is 10% African-American, 54% Anglo, 33% Hispanic, with a low socioeconomic status of 50% as of September 2020. The staff population is 8% African-American, 72% Anglo, 19% Hispanic, 8% male and 92% female. Bayshore has 100% of Highly Qualified Teachers and 100% Highly Qualified Paraprofessionals. Teachers have 0-30 years of experience with 10 years or less being the majority. The overall mobility rate for the campus is approximately 21%. The average daily attendance rate for students is 95.6%.

Bayshore Elementary serves approximately 54 English learners (12%) in the Bilingual/ESL Program. Gifted and Talented Services are provided to 5% of the population. There are 23 students identified as dyslexic and 15% of our students are served through special education services.

The schoolwide Title 1 program consists of parent involvement activities which include Parent Forums, Parent Compact Conferences and regular parent meetings throughout the year; math and science professional development specifically in the area of vocabulary and problem solving; after school tutoring for students who are struggling in math; and reading, math and science intervention. Our Title III program supports professional development for teachers of ELL learners in best practices, support materials, and extended day tutorials.

Demographics Strengths

Bayshore Elementary has many strengths. Some that stand out are:

- 1) Increased communication with bilingual parents by maintaining a bilingual assistant principal.
- 2) Strong support staff and interventionists provide resources and guidance with curriculum.
- 3) The staff has a strong awareness of all special needs programs and students on campus which carries over into the safety of students.
- 4) The staff is committed to support restorative practices and implements Circle Time within their morning routines.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year. Bayshore received a "C" in the Texas Education Agency's 2018 accountability ratings. The overall rating is based on student achievement, school progress and closing gaps among various racial, ethnic and socioeconomic groups.

ALL Grade Levels				
Subject	2016	2017	2018	2019
Math	93	93	89	79
Reading	91	81	82	84
Science	93	75	75	69
Writing	82	67	70	63

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade or course and are less likely to need intervention.

2018 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	89	49	23
4 th Math	83	54	28
5 th Math	100	91	57
3 rd Reading	86	53	32
4 th Reading	86	49	23
5 th Reading	94	71	34
5 th Science	68	23	6
4 th Writing	74	36	8

The data analysis shows the majority of students are scoring at the approaches level in all grade levels and all subjects.

Reading	2017	2018	2019
3rd	84	78	85
4th	91	84	81
5th	83	86	94

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

- Economically Disadvantaged (ECD) scores stay consistent within 5% of non-ECD at the approaches level, but non-ECD outscores by half.
- The Special Education (SpEd) scores range from 20-30% lower than other student groups.
- The fifth grade reading scores showed a small increase after the second administration.

The most significant findings during the analysis of all Reading academic achievement data shows more students show an increase at the approaches and masters levels.

Math	2017	2018	2019
3rd	88	81	72
4th	74	90	69
5th	97	96	100

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

- At the third grade level, Bilingual students scored higher at the masters level.
- Economically Disadvantaged (ECD) students scored lower than other groups in third grade.
- At the fourth and fifth grade levels there was no significant difference among Economically Disadvantaged student groups.
- Special Education students (SpEd) consistently have a lower passing rate than other student groups.

Further analysis among Math shows fifth grade outscores third and fourth after the first administration.

Writing	2017	2018	2019
4th	68	70	64

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

- Non-Bilingual students scored 25% higher than Bilingual students.
- Special Education (SpEd) students scored significantly lower by 50%.
- Females outscored males by 26%.

Science	2017	2018	2019
5th	77	75	68

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

- Gifted and Talented (GT) students outscored other student groups by 30%.
- Economically Disadvantaged (ECD) scores are 5% lower than non-ECD.
- Bilingual students scored 18% lower than other students.
- Special Education (SpEd) are 27% lower than non-SpEd scores.

Student Learning Strengths

Student Academic Achievement Strengths:

- Our fifth grade Math scores continue to increase Meets and Masters scores.
- All students, Hispanic, Economically Disadvantaged and EL groups met academic growth in Reading.
- The Economically Disadvantaged and Hispanic groups meet Academic Achievement targets in Reading.
- The Economically Disadvantaged and EL groups met Math targets for the past 3 years.
- In the Student Achievement Domain, Hispanics, Economically Disadvantaged, EL and all student groups met targets in Math.

Student Academic Achievement Needs:

- SpEd group scores in reading show a significant difference.
- All students in the category of "white" group missed the Reading target 3 consecutive years.
- SpEd group scored 21% in Math and did not meet the target.
- Fifth Grade Science scores decreased to 68%.
- Fourth Grade Writing scores decreased to 64%.

School Processes & Programs

School Processes & Programs Summary

A campus needs assessment in June 2020 revealed areas needing improvement: 1) Behavior strategies and interventions to meet the needs of students with disabilities with inclusion; 2) Technology training; 3) Mental Health Awareness Training; 4) More effective and relevant monthly data talks; and 5) Increase technology in the classrooms.

With the addition of the Social Academic and Interpersonal Learning (SAIL) program in 2017-2018, teachers indicated the need for professional development in behavior strategies. Teachers want to meet the needs of all students and address the behaviors appropriately so that students can function in the classroom.

With the increase of students with disruptive behaviors in the regular education classrooms, teachers indicated the need for Social Emotional Learning education and training.

Due to the COVID-19 pandemic and the effect school closure had on our instruction, teachers requested more technology training and hands on learning experience.

To address teacher requests for help with analyzing all data, monthly data talks will occur during Bobcat Talks (PLCs). The significant part of early dismissal days and days set aside for professional development will center on data and student growth. Teachers also requested more help with resources and strategies for differentiating.

School Processes & Programs Strengths

School Processes and Program Needs:

- Reading consistency across the grade levels.
- Instructional rigor within Reading and Math.
- More vertical team meetings and use of science lab to support Science.
- Emotional Backpack training
- Technology training
- More technology in classrooms

Bayshore Elementary has several strong processes and programs. A few of these are:

- Mentoring program for grades 3-5
- Morning labs consisting of sight words, flash cards, computers, homework, book clubs
- MTSS/RTI under the direction of our counselor
- Tutoring program through ACE and Bayshore teachers

Technology Strengths:

- 3 computer labs
- Stemscopes
- Study Island
- IXL
- Reading A to Z (English and Spanish)

Perceptions

Perceptions Summary

Bayshore Elementary encompasses a diverse community of households and incomes. We have a mobility rate of 21%. When new students arrive an administrator or counselor greets the student and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately if needed. It is our goal to provide the educational setting a child needs for the time attending Bayshore. During Bobcat Talks (PLCs) we discuss new students and interventions which may be needed, as well as the interventionists getting the student into groups. Our staff works hard at welcoming new students and families to Bayshore and accepting them as our own. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Bayshore places a priority on parent involvement and strengthening community while working with a core group of parents in PTO. We offer events throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include, Literacy Night, Parents Night Out in which staff watch students so parents can go shopping for Christmas, Supper with Santa, staff Christmas Caroling in the evening through the neighborhoods, Bingo Night, STEM Night, College and Career Night, and Art/GT Creativity Night, Kindergarten Round Up, and Scholar of the Month. Our community encourages us to continue providing activities and involving their participation.

Perceptions Strengths

Perceptions Needs:

- Increase PTO parent participation

Perceptions Strengths:

- Bayshore Elementary offers a wide variety of activities to include parents throughout the year.
- Because of the interventions provided to students, parents feel like we offer more support than previous schools in other districts attended by their children.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional development needs assessment data

Goals

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

Performance Objective 1: Strengthen the core curriculum and instruction so that all students have the opportunity to succeed.

Targeted or ESF High Priority

Evaluation Data Sources: Kinder-KEA

1st-TPRI, EDC

K-3 BAS reading levels

1-5 MAP

2-5 Checkpoints

3-5 STAAR

Summative Evaluation: None

Strategy 1: Strengthen writing skills through collaboration, observation and modeling with other teachers. Strategy's Expected Result/Impact: Increase in student performance by 5-10% points on the 2021 STAAR Writing assessment. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize curriculum within Envision Math (K-5), HMH Reading, Stemsscopes, Studies Weekly, Study Island, IXL and other resources to reinforce TEKS. Purchase headphones for use in computer labs to increase instruction on Study Island, Stemsscopes, and HMH online reading level books. Increase instruction and use of the science lab. Purchase reading materials for small group instruction. Strategy's Expected Result/Impact: Increase achievement Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Region IV Resources - 211 Title I, Part A - \$2,000, Resources for math, science and vocabulary - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide specific professional development for teachers using data from MAP, KEA, TPRI, BAS kit assessments, checkpoints, benchmarks and optional assessments. Utilize Bobcat Talks (PLC) to discuss student data each month. Interpret data training so teachers can use data from assessments to formulate groups and define skills needed. Meet in vertical teams with scope and sequence to strategize across grade levels. Strategy's Expected Result/Impact: Increase achievement Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase reading levels in grades K-2 at the Meets and Exceeds grade level using BAS.

Evaluation Data Sources: EOY BAS levels; MAP; Powerwalks

Summative Evaluation: None

Strategy 1: Utilize Bobcat Talks to discuss student data each month and monitor through the data board. Strategy's Expected Result/Impact: Students will increase reading levels on EOY assessments. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Reading Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase the performance of Special Education students by 10% on 2021 STAAR assessments in all subject areas.

Evaluation Data Sources: STAAR assessments

Summative Evaluation: None

Strategy 1: Provide professional development for teachers to support students with disabilities. Strategy's Expected Result/Impact: Increase in SpEd student performance by 10% on the 2021 STAAR assessment. Staff Responsible for Monitoring: Principal Assistant Principal Special Education Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Identify and provide targeted tutoring for special education students. Strategy's Expected Result/Impact: Increase academic achievement Staff Responsible for Monitoring: Teachers, Interventionists, Special Education teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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 reading comprehension through small group instruction.

Evaluation Data Sources: EOY BAS and MAP scores; STAAR Reading scores

Summative Evaluation: None

Strategy 1: Purchase reading materials for small group instruction. Strategy's Expected Result/Impact: Students' comprehension levels will increase as measured on BAS, STAAR and MAP assessments. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Reading Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Bilingual Reading Materials - 263 Title III, LEP - \$15, Reading materials-small group instruction - 211 Title I, Part A - \$2,479	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide specific and targeted small group tutoring with a certified tutor. Strategy's Expected Result/Impact: Increased reading comprehension Staff Responsible for Monitoring: Teachers Principal Assistant Principal Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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 academic performance of at-risk students

Evaluation Data Sources: STAAR Reading and Math scores; Checkpoint Analysis; Benchmark data

Summative Evaluation: None

Strategy 1: Provide intervention in the area of reading for students below level. Strategy's Expected Result/Impact: Students' reading comprehension level will increase on STAAR. Staff Responsible for Monitoring: Reading Interventionist Teachers Principal Assistant Principal Retired Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Reading Interventionist - 211 Title I, Part A - \$32,635, Retired Teachers for Tutoring - 211 Title I, Part A - \$36,049.86, Buses for after school tutoring - 211 Title I, Part A - \$1,450, Headphones and technology for Tutoring - 263 Title III, LEP - \$3,651.31	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 6: Provide staff development in EL strategies to ESL/Bilingual teachers.

Evaluation Data Sources: Increase in EL scores on MAP, STAAR, TELPAS

Summative Evaluation: None

Strategy 1: Provide staff development opportunities to EL and Bilingual teachers. Strategy's Expected Result/Impact: Increased scores on MAP, STAAR and TELPAS for ESL/Bilingual students Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Training - 263 Title III, LEP - \$2,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide bilingual/ESL supplies for math, science, and vocabulary. Strategy's Expected Result/Impact: Increased scores on MAP, STAAR and TELPAS for ESL/Bilingual students. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual/ESL Resources - 263 Title III, LEP - \$2,585, Bilingual Supplies - 263 Title III, LEP - \$1,039	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Provide behavioral strategies to teachers for students with high needs.

Evaluation Data Sources: Discipline referrals to office

Summative Evaluation: None

Strategy 1: Provide staff development to teachers for students with emotional, mental and aggressive behaviors. Strategy's Expected Result/Impact: Fewer discipline referrals and decreases in loss of instructional time. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Provide safety training to all staff, including substitutes and tutors on school safety awareness.

Evaluation Data Sources: Procedures will be followed during safety situations.

Summative Evaluation: None

Strategy 1: Provide safety training to staff, substitutes and tutors upon entering building. Strategy's Expected Result/Impact: Heightened safety awareness by everyone in case of an emergency. Staff Responsible for Monitoring: Principal Assistant Principal Office Staff Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Ensure that all teachers obtain their ESL certification.

Evaluation Data Sources: SBEC Look Up for certifications
Summative Evaluation: None

Strategy 1: Encourage teachers to obtain ESL certification. Strategy's Expected Result/Impact: Certified teachers will help more students using ESL strategies. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Provide opportunities for administrators to support strong campus staff development based on campus needs as noted in teacher end of the year survey.

Evaluation Data Sources: End of Year teacher assessment will reflect a sense of support from administrators in meeting teachers' staff development needs.

Summative Evaluation: None

Strategy 1: Provide opportunities for administrators to seek professional development in leadership. Strategy's Expected Result/Impact: Needs assessment at the end of the year will reflect administrators have helped support the needs of staff throughout the year Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Staff Development - 211 Title I, Part A - \$3,775	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Increase family involvement through engaging activities.

Evaluation Data Sources: Sign in sheets (Attendance)
Comments on surveys

Summative Evaluation: None

Strategy 1: Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out Provide information through family involvement kits Strategy's Expected Result/Impact: Increased attendance at school events Staff Responsible for Monitoring: Leadership Team Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Snacks and Drinks - 211 Title I, Part A - \$1,527.20, Family Involvement Kits - 211 Title I, Part A - \$3,405.25	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Meet with Leadership Team to address how funds are utilized

Evaluation Data Sources: Efinance spreadsheet
Budget Summary worksheet

Summative Evaluation: None

Strategy 1: Meet with leadership team to review utilized funds each month. Strategy's Expected Result/Impact: Maintain a check and balance system with campus funds Staff Responsible for Monitoring: Principal Leadership Team Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2020-2021 Bayshore Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2020-2021 Bayshore Elementary Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the Bayshore Elementary Office.

2.4: Opportunities for all children to meet State standards

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide specific staff development for teachers to support Science TEKS.
- Meet in vertical teams with scope and sequence to determine which TEKS need more focus and how to strategize across the grade levels.
- Utilize Bobcat Talks to discuss student data each month.
- Purchase leveled books to correlate with BAS reading levels for literacy library.
- Provide staff development to show teachers how to use data from BAS and MAP to formulate groups and define skills needed.
- Purchase reading materials for small group instruction.
- Purchase RAZ Kids for Bilingual classes
- Provide intervention in the area of reading for students below level.
- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

2.5: Increased learning time and well-rounded education

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide specific staff development for teachers to support Science TEKS.
- Meet in vertical teams with scope and sequence to determine which TEKS need more focus and how to strategize across the grade levels.
- Utilize Bobcat Talks to discuss student data each month.
- Purchase leveled books to correlate with BAS reading levels for literacy library.
- Provide staff development to show teachers how to use data from BAS and MAP to formulate groups and define skills needed.
- Purchase reading materials for small group instruction.
- Purchase RAZ Kids for Bilingual classes
- Provide intervention in the area of reading for students below level.
- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

2.6: Address needs of all students, particularly at-risk

- Increase STAAR Writing scores by strengthening writing strategies through observations of other teachers and modeling.
- Provide specific staff development for teachers to support Science TEKS.
- Meet in vertical teams with scope and sequence to determine which TEKS need more focus and how to strategize across the grade levels.
- Utilize Bobcat Talks to discuss student data each month.
- Purchase leveled books to correlate with BAS reading levels for literacy library.
- Provide staff development to show teachers how to use data from BAS and MAP to formulate groups and define skills needed.
- Purchase reading materials for small group instruction.
- Purchase RAZ Kids for Bilingual classes
- Provide intervention in the area of reading for students below level.
- Purchase math, science, and vocabulary materials to support student needs based on TEKS based assessment in the classroom.
- Provide staff development opportunities to EL and Bilingual teachers
- Provide opportunities for administrators to seek professional development in leadership.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Provide opportunities for administrators to seek professional development in leadership.
- Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out

3.2: Offer flexible number of parent involvement meetings

- Provide opportunities for administrators to seek professional development in leadership.
- Provide family involvement nights to include: Title I Meeting Games with Grandparents Literacy Night College and Career Night STEM Night Art and GT Night Parents Night Out

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Eadie	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region IV Resources		\$2,000.00
1	1	2	Resources for math, science and vocabulary		\$1,000.00
1	4	1	Reading materials-small group instruction		\$2,479.00
1	5	1	Reading Interventionist		\$32,635.00
1	5	1	Retired Teachers for Tutoring		\$36,049.86
1	5	1	Buses for after school tutoring		\$1,450.00
3	2	1	Staff Development		\$3,775.00
4	1	1	Snacks and Drinks		\$1,527.20
4	1	1	Family Involvement Kits		\$3,405.25
Sub-Total					\$84,321.31
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Bilingual Reading Materials		\$15.00
1	5	1	Headphones and technology for Tutoring		\$3,651.31
1	6	1	Training		\$2,000.00
1	6	2	Bilingual/ESL Resources		\$2,585.00
1	6	2	Bilingual Supplies		\$1,039.00
Sub-Total					\$9,290.31
Grand Total					\$93,611.62

La Porte Independent School District
College Park Elementary
Campus Improvement Plan
2020-2021



Mission Statement

Through forming a partnership with parents and community, College Park Elementary's mission is to create nurturing environment that will promote high expectations while celebrating the diversity of each individual student.

Vision

The vision of College Park Elementary is to enhance the education of each student to meet their greatest potential.

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	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	13
Goal 2: Provide a safe, secure and disciplined learning environment.	17
Goal 3: Attract, develop and retain excellent staff.	19
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	21
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	23
Title I Schoolwide Elements	27
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	29
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

College Park Elementary is 50 years old and is located in the city of Deer Park. Although we are a La Porte ISD school, we do have a large amount of students who reside in the city of Deer Park. Due to the aging community where our school is located, our enrollment is decreasing and our economically disadvantaged population is increasing. College Park Elementary is one of seven elementary campuses in La Porte Independent School District. College Park opened its doors in 1969 and was recently remodeled in 2015. Our current enrollment is 432 students. We have increased in our percentage of students identified as Economically Disadvantaged, now encompassing 61% of the overall population. All other student groups have remained relatively the same with a slight increase in the Hispanic population offset by a decrease in the population of Anglo students. The student population is made up of 13% African American, 53% Hispanic, 32% White/Non-Hispanic, 4% Asian/Pacific Islander, 1% American Indian/Alaskan Native. The overall mobility rate for the campus is approximately 15.4%. The average daily attendance rate for students is 96.1%. We serve 30 English Language Learners, 16 Gifted and Talented students and 54 Special Education students.

Our staff at College Park includes 31 teachers, 16 instructional aides, 1 counselor, 2 administrators and 2 1/2 administrative professionals who are highly qualified in their positions. Our turnover rate has been very low. This year we have 1 new teacher joining our staff for the 2020-2021 school year.

Our School Wide Title I program consists of parent involvement activities including the Annual Parent Meeting, Parent Compact, Parent Conferences, Parent Informational Meetings, and parental involvement opportunities. Our Compensatory Program provides us with a computer lab for interventions. Support for Limited English proficient students provided by Title III funds, consists of support materials, tutorials, and professional development. Tutorials to accelerate instruction will be provided. We have two full time interventionists as well as a couple of certified tutors who service our students in need of acceleration. We continue to strive to reach and meet the needs of all of our students and build relationships. Our teachers will receive ongoing training regarding best practices.

Demographic Needs-

- 2018- 2019 attendance was 98.4%

Demographics Strengths

College Park has several strengths-

- Supportive faculty and staff
- Diverse population
- Effective Interventionists

Student Learning

Student Learning Summary

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year. College Park Elementary met TEA standards for the 2019-20 school year. College Park received a "B" in the Texas Education Agency's 2019 accountability ratings with two distinctions in Postsecondary Readiness and Closing the Gaps. The campus accomplished the rating even after missing several instructional days because of the ITC fire. The overall rating, which was scored 85 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups.

Subject	2016	2017	2018	2019
Math	89%	89%	90%	87%
Reading	87%	70%	86%	91%
Science	88%	73%	83%	79%
Writing	78%	87%	81%	69%

The 2019 STAAR scores include performance levels of Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicated that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade or course and are less likely to need intervention.

2019 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	91%	69%	33%
4th Math	76%	42%	13%
5th Math	94%	57%	38%
3rd Reading	91%	45%	30%
4th Reading	91%	44%	15%
5th Reading	92%	57%	39%
5th Science	79%	49%	25%
4th Writing	69%	36%	5%

READING

Looking deeper, STAAR 2018 Reading Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meet and Masters) are as follows:

Reading	2017	2018	2019
3rd	81%	93%	91%
4th	80%	75%	91%
5th	88%	88%	92%

MATH

STAAR 2018 Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Math	2017	2018	2019
3rd	93%	89%	91%
4th	74%	85%	76%
5th	98%	92%	94%

WRITING

STAAR 2018 Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Writing	2017	2018	2019
4th	87%	81%	69%

SCIENCE

STAAR 2018 Met Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Science	2017	2018	2019
5th	73%	83%	79%

Student Academic Achievement Needs:

- Fourth grade math Approaches, Meets, and Masters decreased
- Fifth grade math Meets scores decreased to 57%
- Fifth grade science Approaches scores decreased in to 79%
- Meets and Masters percentages need to continue to increase in all subjects tested

Student Learning Strengths

College Park has several areas of strengths for the 2018-2019 school year:

- Met standards
- Received overall "B" rating in TEA Accountability System
- Received distinctions in Postsecondary Readiness and Closing the Gaps
- Utilized the MTSSS/RTI and SST process
- Provided tutors for math and reading
- Utilized interventionist for struggling learners
- Masters level increased in 3rd grade reading and math, 4th grade reading, 5th grade reading, math and science

School Processes & Programs

School Processes & Programs Summary

College Park has an administrative team composed of the Principal, Assistant Principal, and Counselor. Pre- Kindergarten through 3rd grade levels are self- contained while 4th and 5th are departmentalized. Grade levels have a common period time every day for planning and discussion of student data. Cougar Convos once a month is an avenue to support communication with colleagues and administration and give opportunities to discuss student data as the campus moves forward in supporting student success. In addition, it is an opportunity to discuss curriculum and instructional strategies that need to be supported and evaluated. The RTI/ MTSS process is used for collaboration with administration and colleagues to support the needs of struggling students. Grade level chairs collaborate weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data and reports and TEKS Resource System curriculum.

The campus has programs to support students with special needs. The programs include the Early Childhood Special Education (ECSE), as well as providing resource and inclusion support. The campus has two full time interventionists who support teachers as well as work with small groups of students to provide acceleration. One interventionist focuses on the dyslexic students and primary students struggling in reading. The second interventionist works with grades 3-5 and supports reading, math, writing, and science. Both interventionists work with teachers by providing data, strategies, and coaching to improve instruction in the classroom.

Teachers in math use TEKS Resource System and district calendars to support instruction as well as utilizing the valuable district math coach. Reading teachers have access to HMH Scope and Sequence as well as the leveled library to support reading instruction. Teachers are aware of campus needs and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. With the use of Cougar Convos throughout the year teachers have the opportunity to look at their student data and adjust instruction to support their students' needs.

Identified School Processes and Program Needs:

- Limited number of tablets in the classroom
- Increase instructional technology

School Processes & Programs Strengths

College Park has several strong processes and programs which include:

- Tutoring- before, during, and/or after school
- MTSS/RTI process
- Cougar Convos
- Literacy Library

Technology includes:

- Microsoft Teams
- Eduphoria
- Envision
- Stem Scopes
- Flocabulary
- Study Island

- Brainpops
- Reading Eggs
- Social Studies Weekly
- Accelerated Reading
- Laptops in classrooms
- 3 iPads per classroom
- 2 computer labs

Perceptions

Perceptions Summary

College Park has a very diverse population from an aging community. A large number of students live in leased or rental property which contributes to high mobility. The mobility rate is at 18.37%. The economically disadvantaged population continues to increase which is currently at 76%. The staff is dedicated to building relationships and nurturing students with a variety of needs. With use of Restorative Discipline Practices there was a drop in discipline compared to the previous year.

College Park places a priority on developing relationships with students as well as their families. We know communication is a key way to engage parents and the community. We send monthly newsletters and calendars home. We also keep our parents informed by utilizing School Messenger, updating website, marquee, Twitter, and sending reminder notes. Parent involvement activities include, Cougar Camp, Parent Information Night, Burgers with Bros, Bingo with Grandparents, Family Literacy Night, Family STEM Night, Game Night, Supper with Santa, Kindergarten Roundup and Cougars of the Month. The music teacher organizes a grade level program for each grade level which parents enjoy attending. Our GT students sponsored several community projects throughout the year which included collecting money for "Pennies for Patients" and food drives for providing several College Park families Thanksgiving Dinner and food was also donated to The Bridge. A Career Day was also organized which brought in many from our community to share their talents with the students. All parent and community events are well attended. Many of these events will continue as virtual events due to the COVID 19 pandemic.

Perception Needs:

Increase PTA membership

Perceptions Strengths

Perceptions Strengths:

Parents and community enjoy attending the many evening events that College Park hosts.

Many parents participated in the virtual Meet the Teacher event.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

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

Performance Objective 1: Strengthen the core curriculum and instruction to ensure growth and successful learning is taking place for all students.

Evaluation Data Sources: STAAR, BAS, EDC, MAP

Summative Evaluation: None

Strategy 1: Teachers will utilize small group instruction so to ensure differentiation is occurring. Strategy's Expected Result/Impact: Improve instruction by differentiating instruction to meet the different levels in a classroom. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide opportunities for teachers to receive staff development and professional development in the areas of science, math, reading, and writing. Strategy's Expected Result/Impact: Improve instruction for student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Travel for Staff Development - 211 Title I, Part A - \$5,000, Contracted Services for Staff Development - 211 Title I, Part A - \$4,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide teachers with instructional materials, reading materials and games to enhance achievement for various needs. Strategy's Expected Result/Impact: Improve instruction for student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Supplies (Title I) 19-20 rollover \$801.89 + 20-21 Allocation \$8000.00 - 211 Title I, Part A - \$8,801.89, Reading Materials (Title I) \$605.00 19-20 Rollover + 20-21 Allocation \$2,500.00 - 211 Title I, Part A - \$3,105, Misc. Operation Expenses for \$1,000.00 19-20 Rollover - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: Math and reading achievement will increase for all students, white student group, and economically disadvantage groups.

Evaluation Data Sources: 2021 STAAR scores

Summative Evaluation: None

Strategy 1: Each teacher provides 45 minute intervention time to grades K-5. Strategy's Expected Result/Impact: Small group targeted instruction to increase achievement and academic growth. Staff Responsible for Monitoring: PK-5 teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide students acceleration with interventions and tutoring before, during, or after school. Provide snacks for STAAR testing and tutoring days. Provide transportation if needed for after school tutoring. Strategy's Expected Result/Impact: Increase student achievement for struggling students as well as students needing to raise performance level. Staff Responsible for Monitoring: Teachers, Interventionists, Tutors, Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Student Tutoring Transportation \$500.00 19-20 Rollover + 20-21 Allocation \$500.00 - 211 Title I, Part A - \$1,000, Interventionist \$28,054.90 20-21 Allocation - 211 Title I, Part A - \$28,054.90, Tutorials Extra Duty Pay (Teachers) \$287.40 19-20 rollover + 20-21 Allocation \$11,603.00 - 211 Title I, Part A - \$11,890.40, Tutorials Substitutes \$4,967.00 19-20 Rollover + \$13,580.00 - 211 Title I, Part A - \$18,547, Tutorials Extra Duty Pay (Teachers Title 3/ESL) \$500.00 19-20 Rollover - 263 Title III, LEP - \$500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize the checkpoint data to improve instruction. Strategy's Expected Result/Impact: Improve instruction which will in turn improve student achievement and academic growth. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize the Fundamental 5 strategies to improve instruction. Strategy's Expected Result/Impact: Improve instruction by using high yield strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, District Administrators Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: MAP achievement for grades K-2 will increase on level performance for both reading and math compared to the middle of the year MAP data from the previous year.

Evaluation Data Sources: EOY MAP scores

Summative Evaluation: None

Strategy 1: Critical Success Factors CSF 1, CSF 2 Utilize Cougar Convo to discuss student data including BAS data, MAP data, EDC, and checkpoints. Strategy's Expected Result/Impact: Increase student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Interventionists Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Critical Success Factors CSF 1, CSF 2, CSF 4 Use Fundamental 5 strategies to increase student performance. Strategy's Expected Result/Impact: Increase student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, District Administration Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Writing STAAR will improve by 10% in each category based on the 2019 data.

Evaluation Data Sources: Journals, Writer's Workshop, 2021 STAAR

Summative Evaluation: None

Strategy 1: Provide students an opportunity to write daily in a response journal across curriculum. Strategy's Expected Result/Impact: By daily practice and high expectations students will improve writing skills which will help improve STAAR scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will have the opportunity to write monthly about a book that discusses the character trait of the month. Strategy's Expected Result/Impact: All students will respond to the book of the month building wide providing another writing opportunity for students. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Provide staff development opportunities to ESL teachers.

Evaluation Data Sources: Increase in EL cores on MAP, STAAR, TELPAS

Summative Evaluation: None

Strategy 1: Provide staff development activities to ESL teachers. Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, and TELPAS for ESL students. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 Title III, LEP - \$1,032	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Provide bilingual/ ESL supplies for reading, math, and vocabulary. Strategy's Expected Result/Impact: Increase scores on MAP, STAAR, and TELPAS for ESL students. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Supplies (Title 3/ESL) \$112.11 19-20 Rollover + 20-21 Allocation \$800.00 - 263 Title III, LEP - \$912.11, Reading Materials (Title 3/ESL) \$347.47 19-20 Rollover + 20-21 Allocation \$600.00 - 263 Title III, LEP - \$974.47	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Faculty and staff will follow the campus discipline plan and Safety Response Plan (SRP) in order to provide a safe environment conducive to student learning.

Evaluation Data Sources: Sign in sheets, Drill Schedule

Summative Evaluation: None

Strategy 1: Campus discipline plan and restorative practices will be periodically reviewed. Strategy's Expected Result/Impact: Limit the amount of time students are out of the classroom. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SRP Drills will be reviewed multiple times during the year so that students and faculty including substitutes and tutors are prepared for emergency situations. Posters placed in every room. Strategy's Expected Result/Impact: Be prepared for emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: COVID 19 safety protocols have been put in place to keep students and staff well.

Evaluation Data Sources: Keep the number of positive cases as low as possible.

Summative Evaluation: None

Strategy 1: Shields have been placed in cafeteria, office, and classrooms to protect students and staff. Dots and floor decals have been placed in cafeteria and hallways to encourage social distancing. All rooms have sanitizer spray and wipe for frequent disinfecting.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Posters have been posted to encourage wearing masks, washing hands, and practicing social distancing throughout the campus.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Provide professional growth and training to all teachers through district collaboration, vertical team meetings, and Cougar Convos throughout the year.

Evaluation Data Sources: Agendas, Sign in Sheets

Summative Evaluation: None

Strategy 1: Teachers will have the opportunity to collaborate with others to improve their teaching. Strategy's Expected Result/Impact: Improve instruction Staff Responsible for Monitoring: Facilitators, Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Provide staff with positive recognition and incentives.

Evaluation Data Sources: Shine bright cards, Incentives
Summative Evaluation: None

Strategy 1: Staff will be given recognition for extra efforts that they exhibit. Strategy's Expected Result/Impact: Improve school climate Staff Responsible for Monitoring: Principal, Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Provide at least one parental involvement opportunity each month for parents to attend . Events may be virtual until safe to return to face to face.

Evaluation Data Sources: Sign in Sheets/ Teams Report

Summative Evaluation: None

Strategy 1: CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month. Strategy's Expected Result/Impact: Increase a working relationship between home and school. Staff Responsible for Monitoring: Principal, Assistant Principal, PTA, CPOC Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Family Engagement Reading Materials \$500.00 20-21 Allocation - 211 Title I, Part A - \$500, General Supplies for Family Engagement Activities\$1,103.30 19-20 rollover+ 20-21 Allocation \$588.99 - 211 Title I, Part A - \$1,692.29	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide items to promote family/student involvement. Strategy's Expected Result/Impact: Increased Participation in Family Involvement Staff Responsible for Monitoring: Principal, PTA Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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: Provide information/notes in both English and Spanish to encourage involvement.

Evaluation Data Sources: Copies of information translated

Summative Evaluation: None

Strategy 1: Material will be translated so that more parents will be informed about campus information. Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Translation fees for English to Spanish notifications Support Staff Pay \$295.00 19-20 Rollover - 263 Title III, LEP - \$295	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Instructional Technology Specialists are utilized to incorporate technology to enhance instruction in the classroom.

Evaluation Data Sources: Work orders, Lesson plans

Summative Evaluation: None

Strategy 1: Teachers will increase the use of technology in their instruction. Strategy's Expected Result/Impact: Improve instruction and student achievement Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Increase the number of tablets in each primary classroom.

Evaluation Data Sources: Increase of tablet inventory

Summative Evaluation: None

Strategy 1: Provide primary classrooms with 1-2 more tablets Strategy's Expected Result/Impact: Provide students different ways to access the curriculum Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: iPad, Computer Program and Computer Supply Purchases \$1,010.00 19-20 Rollover + \$13,495.00 20-21 Allocation - 211 Title I, Part A - \$14,598.30, iPad, Computer Programs and Computer Supply Purchases (Title 3/ESL) \$2,100.00 20-21 Allocation - 263 Title III, LEP - \$2,100	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Work towards becoming a 1:1 campus to increase technology usage.

Evaluation Data Sources: Increase laptop or device inventory.

Summative Evaluation: None

Strategy 1: The district will continue to increase the number of laptops per building. Campus will increase number of laptops in the upper grade classrooms. Strategy's Expected Result/Impact: Increase the use of technology in classroom instruction. Staff Responsible for Monitoring: Principal, Library Assistant Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 College Park Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 College Park Elementary Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the College Park Elementary Office in both English and Spanish.

2.4: Opportunities for all children to meet State standards

- Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
- Teachers will utilize small group instruction so to ensure differentiation is occurring.
- Each teacher provides 45 minute intervention time to grades K-5.
- Utilize the Fundamental 5 strategies to improve instruction and student performance.
- Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
- Utilize Cougar Convos to discuss student data including BAS data, MAP data, Observation Survey, EDC, and checkpoints.
- Provide intervention or tutoring to students who are showing difficulty with skills in reading and math.
- Special Education teacher will meet with grade level teachers to review instruction and student needs.
- Teachers will have the opportunity to collaborate with others to improve their teaching.
- Teachers will increase the use of technology in their instruction.

2.5: Increased learning time and well-rounded education

- Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
- Teachers will utilize small group instruction so to ensure differentiation is occurring.
- Provide opportunities for teachers to receive professional development in the areas of science, math, reading, and writing.
- Provide teachers with instructional materials and games to enhance achievement for various needs.
- Each teacher provides 45 minute intervention time to grades K-5.
- Utilize the Fundamental 5 strategies to improve instruction.
- Utilize the checkpoint data to improve instruction.
- Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
- Utilize Cougar Convo to discuss student data including BAS data, MAP data, Observation Survey, EDC, and checkpoints.
- Use Fundamental 5 strategies to increase student performance.
- Provide intervention or tutoring to students who are showing difficulty with skills in reading and math.
- Special Education teacher will meet with grade level teachers to review instruction and student needs.
- Teachers will be provided professional development on differentiation to meet the needs of their students.
- Campus discipline plan and restorative practices will be periodically reviewed.
- SRP Drills will be reviewed multiple times during the year so that students and faculty including substitutes and tutors are prepared for emergency situations. Posters placed in every room.
- Teachers will have the opportunity to collaborate with others to improve their teaching.
- Teachers will increase the use of technology in their instruction.

2.6: Address needs of all students, particularly at-risk

- Teachers will utilize small group instruction so to ensure differentiation is occurring.
 - Teachers will meet in vertical teams each early dismissal day to review curriculum and share strategies.
 - Provide opportunities for teachers to receive professional development in the areas of science, math, reading, and writing.
 - Each teacher provides 45 minute intervention time to grades K-5.
 - Provide students acceleration with interventions and/ or tutoring before, during and/ or after school.
 - Special Education teacher will meet with grade level teachers to review instruction and student needs.
 - Teachers will be provided professional development on differentiation to meet the needs of their student.
 -
- Campus discipline plan and restorative practices will be periodically reviewed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month.

3.2: Offer flexible number of parent involvement meetings

- CLT in conjunction with PTA will ensure that parental involvement activities are scheduled at least each month.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mazben Momin	Interventionist	Title 1	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Travel for Staff Development		\$5,000.00
1	1	2	Contracted Services for Staff Development		\$4,000.00
1	1	3	General Supplies (Title 1) 19-20 rollover \$801.89 + 20-21 Allocation \$8000.00		\$8,801.89
1	1	3	Reading Materials (Title 1) \$605.00 19-20 Rollover + 20-21 Allocation \$2,500.00		\$3,105.00
1	1	3	Misc. Operation Expenses for \$1,000.00 19-20 Rollover		\$1,000.00
1	2	2	Student Tutoring Transportation \$500.00 19-20 Rollover + 20-21 Allocation \$500.00		\$1,000.00
1	2	2	Interventionist \$28,054.90 20-21 Allocation		\$28,054.90
1	2	2	Tutorials Extra Duty Pay (Teachers) \$287.40 19-20 rollover + 20-21 Allocation \$11,603.00		\$11,890.40
1	2	2	Tutorials Substitutes \$4,967.00 19-20 Rollover + \$13,580.00		\$18,547.00
4	1	1	Family Engagement Reading Materials \$500.00 20-21 Allocation		\$500.00
4	1	1	General Supplies for Family Engagement Activities \$1,103.30 19-20 rollover+ 20-21 Allocation \$588.99		\$1,692.29
5	2	1	iPad, Computer Program and Computer Supply Purchases \$1,010.00 19-20 Rollover + \$13,495.00 20-21 Allocation		\$14,598.30
Sub-Total					\$98,189.78
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutorials Extra Duty Pay (Teachers Title 3/ESL) \$500.00 19-20 Rollover		\$500.00
1	5	1			\$1,032.00
1	5	2	General Supplies (Title 3/ESL) \$112.11 19-20 Rollover + 20-21 Allocation \$800.00		\$912.11
1	5	2	Reading Materials (Title 3/ESL) \$347.47 19-20 Rollover + 20-21 Allocation \$600.00		\$974.47
4	2	1	Translation fees for English to Spanish notifications Support Staff Pay \$295.00 19-20 Rollover		\$295.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	iPad, Computer Programs and Computer Supply Purchases (Title 3/ESL) \$2,100.00 20-21 Allocation		\$2,100.00
Sub-Total					\$5,813.58
Grand Total					\$104,003.36

La Porte Independent School District
Heritage Elementary
Campus Improvement Plan
2020-2021



Mission Statement

The mission of **Heritage Elementary** is to guarantee that each student achieves academic and personal excellence, becomes a **lifelong learner** and is a **responsible citizen** of the world by engaging all students in meaningful programs which meet the highest educational and ethical standards within a **caring, collaborative** learning environment.

Vision

Heritage Elementary is a learning campus that fosters learning for ALL.

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	7
School Processes & Programs	12
Perceptions	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities	16
Goal 2: Provide a safe, secure and disciplined learning environment	20
Goal 3: Attract, develop and retain excellent staff	22
Goal 4: Promote family engagement and active involvement of the community in the education of our students	23
Goal 5: Ensure and demonstrate efficient and effective use of district resources	26
Title I Schoolwide Elements	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	28
1.1: Comprehensive Needs Assessment	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	30
3.1: Develop and distribute Parent and Family Engagement Policy	30
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage Elementary is one of 12 campuses in the La Porte Independent School District, 7 of which are elementary campuses. Heritage opened its doors in 2007. In the 2019-2020 school year, Heritage's enrollment was comprised of approximately 514 Kindergarten through Fifth Grade students. In addition to our general education classrooms Heritage has approximately 135 students that participate in the Bilingual program (K – 5th), 11 students that participate in the FOCUS (Focus on Communication and Understanding of Skills) program. The Heritage Elementary staff is composed of approximately 36 professional staff members with an average of 15 years of service. In addition the professional staff, Heritage employs an additional 14 staff members in a paraprofessional role. Heritage Elementary services a diverse and evolving community. According to our parent survey form 2018-19 school year, approximately 50% of our students are from dual income homes and 50% of our students are from single income homes. Parents have a variety of different professions.

For the 2019 - 2020 school year, Heritage Elementary has added a second FOCUS classroom, with the addition of 11 students in the FOCUS program. We have also added a second Bilingual class in Kinder, 1st grade and 2nd grades for 2020-21. Our current student enrollment is 501 with 38 professional staff and 14 paraprofessional staff.

The following is a table showing the Ethnicity distribution within staff and students.

	Students					Staff		
	15-16	16-17	17-18	18-19	19-20	17-18	18-19	19-20
Total Enrollment	557	546	519	477	514	50	33	36
Ethnicity/Race								
Hispanic	57.9%	58.6%	60.5%	60.3%	63.4%	32%	30.3%	36%
Non-Hispanic	42%	41.3%	39.4%	39.6%	36.5%	68%	69.7%	64%
White	77.7%	78.7%	78.9%	79.2%	67.9%	88%	90.9%	55%
African American	5.3%	4.5%	5.2%	6.2%	4.6%	6%	3%	2%
American Indian	13.1%	12.6%	13.2%	12.3%	11.1%	0%	0%	0%
Asian	4.3%	4%	3.4%	3.4%	3.3%	6.0%	6.1%	5%
Pacific Islander	.5%	.5%	.7%	0.10%	0%	0%	0%	0%
Student Groups								
English Learners	23.9%	25%	27.3%	28.30%	28.4%			
Eco Dis	45.9%	48.5%	51.4%	54.9%	51.3%			
Special Education	10.6%	10.6%	10.7%	12.30%	11.8%			
Gifted and Talented	9%	9%	8.8%	7.10%	7%			
At Risk	42.9%	44%	49.9%	53.80%	49%			

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

Degrees	Count	Percentage
Bachelor's Degree	38	100%
Master's Degree	13	34%
Doctoral Degree	0	0%
Other	9	23%

Certifications	Count	Percentage
BIL	9	23%
ESL	21	55%
GT	6	2%
LPISD GT 30 Hours	28	77%

Demographics Strengths

Some strengths that stand out at Heritage Elementary are:

- Although Heritage Elementary has a diverse student population, the percentages have remained relatively stable over the last four years, giving staff the opportunity to focus on our cultural diversity and meet the needs of all ethnicities.
- Our staff has remained relatively stable over the last two years with very little teacher turn over.
- 34% of our professional staff have a Master's Degrees
- Every grade level has both a BIL and an ESL certified teacher on their team.

Student Learning

Student Learning Summary

Heritage Elementary met TEA standards for the 2018-2019 school year. Heritage Elementary received a 'B' in the Texas Education Agency 's 2019 accountability ratings and 1 distinction in the area of Comparative Closing the Gaps.

The following table shows HRE's 2018 - 2019 Reading STAAR Scores for 3rd - 5th grade. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

	3rd Grade Reading			4th Grade Reading			5th Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	87%	56%	29%	83%	53%	24%	96%	49%	33%
Male	87%	62%	27%	79%	48%	21%	95%	54%	41%
Female	88%	50%	31%	79%	45%	30%	97%	44%	25%
Hispanic	86%	60%	30%	81%	47%	20%	100%	50%	33%
White	88%	54%	35%	84%	63%	28%	91%	41%	32%
Eco Dis	87%	61%	22%	72%	31%	9%	98%	51%	32%
SpEd	50%	38%	13%	33%	11%	0%	57%	0%	0%
LEP	74%	39%	13%	70%	30%	19%	100%	55%	35%
GT	100%	100%	86%	100%	88%	88%	100%	100%	100%

The following table shows a cohort comparison for the 2018 - 2019 4th and 5th graders.

2018-2019 5 th Grade Reading STAAR				2018-2019 4 th Grade Reading STAAR	
2017 3 rd Grade STAAR Reading	2018 4 th Grade STAAR Reading	2019 5 th Grade STAAR Reading		2018 3 rd Grade STAAR Reading	2019 4 th Grade STAAR Reading
86%	75%	96%		91%	83%

The following table shows a grade level comparison from 2016 - 2019. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

	STAAR Reading			
	2016	2017	2018	2019

	STAAR Reading			
3rd Grade	83%	86%	91%	87%
4th Grade	89%	83%	75%	83%
5th Grade	95%	93%	93%	96%

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

- The Special Education (SpEd) scores show the greatest variance of all student groups in all grade levels, followed by the 3rd and 4th grade LEP students.
- Our Economically Disadvantaged (ECD) scores in 4th grade show a significant variance. However, the variance for this student group is not apparent in 3rd and 4th grade.
- Our Gifted and Talented (GT) students are consistently performing at 85% or higher in the area of Masters Academic Expectations.

The most significant findings during the analysis of all reading academic achievement data is the drop in 4th grade scores when looking at cohort comparisons.

The following table shows HRE's 2018 - 2019 Math STAAR Scores for 3rd - 5th grade. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

	3rd Grade Math			4th Grade Math			5th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	83%	39%	14%	84%	49%	24%	99%	65%	42%
Male	87%	44%	13%	82%	44%	25%	100%	76%	49%
Female	79%	33%	14%	87%	54%	22%	97%	53%	34%
Hispanic	82%	42%	16%	83%	47%	20%	100%	63%	38%
White	81%	35%	15%	88%	50%	25%	95%	68%	45%
Eco Dis	70%	35%	9%	78%	34%	13%	98%	56%	32%
SpEd	50%	13%	13%	11%	0%	0%	100%	57%	14%
LEP	74%	30%	9%	78%	44%	19%	100%	55%	30%
GT	100%	100%	86%	100%	100%	88%	100%	100%	100%

The following table shows a cohort comparison for the 2018 - 2019 4th and 5th graders. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

2018-2019 5 th Grade Math STAAR		
2017 3 rd Grade STAAR Math	2018 4 th Grade STAAR Math	2019 5 th Grade STAAR Math
80%	86%	99%

2018-2019 4 th Grade Math STAAR	
2018 3 rd Grade STAAR Math	2019 4 th Grade STAAR Math
81%	84%

The following table shows a grade level comparison from 2016 - 2019. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

	STAAR Math			
	2016	2017	2018	2019
3 rd Grade	83%	80%	81%	83%
4 th Grade	92%	84%	86%	84%
5 th Grade	98%	94%	98%	99%

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

- The Special Education (SpEd) scores show the greatest variance of all student groups in 3rd and 4th grade when looking at all three areas (Approaches, Meets and Masters). However, while still showing the greatest variance, the percentage of students in this student group performing at Meets Grade Level is increasing from 3rd (39%) to 4th (49%) to 5th (65%).
- When looking at 5th grade Meets Academic Expectations, there is a significant variance between males (76%) and females (53%).
- Our Gifted and Talented (GT) students are consistently performing at 86% to 100% in Masters Academic Expectations.
- All students are making consistent growth in the area of Approaches Academic Expectations according to the cohort comparison (same students 3rd to 4th to 5th)

The most significant finding during the analysis of all math academic achievement data is the increase in the percentage of students performing at the Masters Level from 3rd (14%) to 4th (24%) to 5th grade. (42%).

The following tables shows HRE's 2018-2019 4th Grade Writing and 5th Grade Science STAAR Scores and a grade level comparison from 2016 to 2019. Due to the COVID-19 pandemic, all schools in the state of Texas did not receive accountability ratings in the 2019-2020 school year (*Not Rated: Declared State of Disaster*).

	4th Grade Writing			5th Grade Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	73%	31%	5%	83%	50%	27%
Male	65%	21%	4%	83%	54%	20%
Female	80%	40%	5%	90%	58%	33%
Hispanic	70%	31%	2%	83%	55%	21%
White	79%	33%	22%	88%	53%	32%

	4th Grade Writing			5th Grade Science		
Eco Dis	53%	6%	0%	81%	45%	24%
SpEd	50%	0%	0%	14%	0%	0%
LEP	63%	22%	0%	67%	29%	14%
GT	100%	78%	33%	100%	88%	63%

	STAAR Writing			
	2016	2017	2018	2019
4th Grade	78%	67%	71%	73%

	STAAR Science			
	2016	2017	2018	2019
5th Grade	90%	73%	86%	83%

An analysis of scores for each student group for 4th Grade Writing revealed the following:

- When looking at Meets Academic Expectations, there is a significant variance between males (21%) and females (40%).
- When looking at all student groups, the percentage of students performing at Meets Academic Expectations is significantly lower than the other subject areas.
- 100% of our Gifted and Talented (GT) students are performing at Approaches Academic Expectations while 78% Meet Academic Expectations, but only 33% Master Academic Expectations.

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

- The Special Education (SpEd) scores show the greatest variance of all student groups in all grade levels, with only 14% Approaching Academic Expectations.
- A variance is also apparent when examining the LEP students who Meet Academic Expectations, with only 29% Meeting Academic Expectations.
- 100% of our Gifted and Talented (GT) students are performing at Approaches Academic Expectations while 88% Meet Academic Expectations, but only 63% Master Academic Expectations.

The following tables show HRE's 2018-2019 EOY BAS scores (K – 2nd). Due to the COVID-19 pandemic, HRE did not have EOY BAS scores.

	Kindergarten 18 - 19 EOY BAS			1st Grade 18-19 EOY BAS			2nd Grade 18-19 EOY BAS		
	Below	On	Above	Below	On	Above	Below	On	Above
All Students	23.81%	36.51%	39.68%	51.67%	18.33%	30%	44.29%	20%	35.71%

Understanding that the BAS was a new assessment in the 2018 - 2019 school year, the analysis of scores for all students reveals the following:

- The percentage of students in each category (Below, On and Above Grade Level Expectations) in kindergarten are evenly distributed while the percentage of students performing Below Grade Level Expectations rises significantly in 1st and 2nd grade.

Student Learning Strengths

Student Academic Achievement Needs

- According to our STAAR data, the Special Education and EL student populations are performing below the All Student group in Meets Academic Expectations in 3rd and 4th Grade Reading.
- According to our STAAR data, when looking at cohort groups, there is a significant drop in the 4th grade Reading performance in all areas (Approaches, Meets and Masters).
- According to our BAS data, between 44% and 52% of our students are performing below grade level.
- According to our 5th Grade STAAR Math data, there is a significant variance between the percentage of female students Meeting Academic Expectations (53%) in comparison to male students Meeting Academic Expectations (76%).
- According to our 4th Grade STAAR Writing data, there is a significant variance between the percentage of male students Meeting Academic Expectations (21%) in comparison to female students Meeting Academic Expectations (40%).
- According to our 5th grade STAAR data, the Special Education and EL student populations are performing below the All Student group in Meets Academic Expectations in Science.

Student Academic Achievement Strengths

Heritage Elementary has a population of hard working and high achieving staff and students. The campus has many different academic strengths including:

- Our campus is in the top quartile in our comparison group in Comparative Closing the Gap - indicating that our lowest-performing student groups are receiving focused interventions.
- With the exception of our SpEd student group (both Math and Reading) and our Female student group in Reading, 30% or more of our 5th grades students are performing at Masters Grade Level Expectations in both reading and math..
- Our percentage of students that are reaching Meets Grade Level Expectations in Math is consistently increasing from 3rd to 5th grade.
- Our classroom teachers consistently implement daily, small group interventions through a specific intervention schedule with targeted intervention strategies.
- Additional targeted instruction is provided by our reading and math interventionist as well as our reading and math tutors.
- Using previous data (MAP, Benchmarks and STAAR) our students are able to analyze their strengths and areas of concern and set goals that align to their areas of concerns.

School Processes & Programs

School Processes & Programs Summary

Although, Heritage Elementary has had a low teacher turnover rate over the last three years, we are dedicated to hiring highly qualified staff members. We had the opportunity to reassign highly qualified teachers into areas of great need, as well as hire effective paraprofessional staff members to help support our SpEd population.

As a staff, we are dedicated to our vision of fostering lifelong learning for all. Because of this, we provide many individualized professional development opportunities throughout the school year for all staff members to expand their knowledge in a variety of ways. These opportunities included curriculum and instruction, technology, classroom management, social and emotional growth for students and staff as well as a variety of motivational strategies to use on a daily basis in the classroom. During the 2019-20 school year, the staff read a variety of positive, uplifting, educational books to foster new innovative, successful, motivating ideas to help in the classroom. These opportunities align with individual TTESS goals and evaluations through Power Walk observations and checkpoint reflections. We, as a campus, will continue to utilize book studies and professional development opportunities to enhance our instruction and provide students with the quest for lifelong learning.

The staff at the Heritage campus is focused on student academic achievement. The administrators, faculty, and staff are strongly committed to ensure the academic success of all students. Heritage has many processes in place to ensure that daily demands do not overshadow focus on student improvement. The processes included are Hawk Time, before and after hours tutoring, academic clubs, data analysis, Checkpoints, MAP testing, Benchmarks, and PLC meetings.

Heritage Elementary does have a school improvement calendar in place allowing the campus to use formative assessments to make mid-course adjustments. The campus uses the Checkpoint calendar to monitor student achievement that is skill specific. Heritage also follows a calendar for PLC meetings, which occur monthly and provide valuable opportunities for student data discussions.

In order to meet students' social, physical, emotional, and cognitive needs, HRE hosts a variety of student clubs such as; Robotics, National Honor Society, Broadcast, open Computer Lab, Homework Club, Student Council, and "Run/Walk". These clubs promote student camaraderie, develops social skills, and teamwork in an effort to encourage social interaction among the global community.

We also have a variety of programs to increase content knowledge and cognitive strategies such as: a full-time math interventionist and one part-time math interventionist which help tier 3 students build a foundation in math. One full-time reading/dyslexia interventionist, morning tutorials, and hawk time groups; this allows support to our students that are still developing their literacy foundation.

As a school of technology innovation, we seamlessly incorporate 21st century skills of communication, collaboration, and problem solving on a global level. Our school has 1-1 laptops/Ipads for 4th & 5th grade, 1-3 for K-3rd, Flipgrid, Flocabulary, OSMO, Quizziz, Quizzlet, Kahoot, Study Island, Microsoft Forms and Teams, Study Island, Stemsopes, See Saw, etc.

We also incorporate a variety of additional strategies in order to meet students' needs at Heritage Elementary. One of these strategies includes flexible seating which gives students opportunities to increase focus and improve mobility, collaborate with their peers, and develop as global communicators. We also provide differentiated enrichment for our GT students focusing on critical and creative thinking. In addition, we offer a wide variety of enrichment opportunities for the entire student population through participation in Genius Hour, Star Base 9 (when available), Astro's choir, (when available), Robotics, and UIL. These opportunities benefit our students by allowing them to expand their thinking and apply classroom knowledge in a nontraditional setting. In an effort to provide rigor in core subject the teachers use the textbook adoptions, Kamico Instructional Media, Countdown to STAAR, Motivational Math, Reading and Writing, Fast Focus, The Writing Academy, Lone Star Math and creative instructional practices in their lessons. We also develop and promote good citizenship at HRE by having students participate in Crime Stoppers, NICE—kindness initiative programs in each class, monthly character trait assemblies, soar cards, and positive behavior referrals.

School Processes & Programs Strengths

School Processes and Programs Needs

- Provide resources and professional development to our staff in order to provide consistent and aligned writing instruction in the foundational grade levels.
- Provide resources and professional development to our staff in order increase the level of rigor in our reading instruction.
- Provide consistent and specific interventions to meet the needs of targeted students who are not making the projected academic growth.
- Provide additional training in order to continue to implement innovative technology in an effort to promote an engaging student centered learning environment.

School Processes and Programs Strengths

- Our staff consistently utilizes PLCs to meet and discuss student needs, looking past numerical academic data in order to address the needs of the whole child, thereby helping to increase their overall success in the school environment.
- During the 2019-2020 school year, through individual professional development aligned to personal TTESS goals, our staff continuously sought new techniques to develop their craft thereby embracing our goal to become lifelong learners and enhancing their understanding of how their students feel as learners.
- Through the use of district wide academic checkpoints in 2nd - 5th grade, our teachers are able to reflect on their instructional practices and adjust their delivery of instruction in the areas identified as their deepest holes.
- Through the purchasing of additional student iPads, we are nearing our goal of a one to one student device ratio in all grade levels.
- Heritage Elementary continues to provide a variety of enrichment opportunities focused on developing STEAM and college and career readiness.

Perceptions

Perceptions Summary

According to Heritage Elementary's accountability summary, our attendance percentage for the 2018-2019 was 96.2%, dropping from 96.5% in 2017-2019. This dropped us from the 3rd quartile to the 4th quartile in our comparison group. When examining the attendance data, it is evident that several of our students have chronic absenteeism. This group of students includes several Special Education students who participate in our FOCUS program and are absent due to medical needs. These concerns are addressed throughout the year through a variety of communication formats including attendance letters, parent phone calls, parent conferences and attendance contracts. In addition, the drop in the attendance percentage indicates that, despite multiple incentives, visuals and rewards, attendance is not a priority for many of the families that attend Heritage Elementary.

Heritage Elementary also conducted a year-end review of discipline records. According to the results, our total discipline referrals continue to decline from previous years. We believe this decrease is due in part to our school wide focus on reinforcement of positive behaviors (SOAR cards, Positive Behavior Referrals, etc.) as well as our goal oriented approach to both instruction and behavior.

According to our Heritage Elementary End of Year Campus Based Needs Assessment, our campus is viewed by most faculty, staff and students as a kind & caring learning environment that is focused on meeting the individual needs (socially, emotionally and academically) of all of our students. The majority of our faculty feels supported by the administration team in a variety of areas including: classroom discipline, instructional feedback and encouragement of innovative learning. As a result of this support, Heritage has had a very low teacher turnover over the last 2 school years.

Heritage 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, surveys, and school/classroom websites. During the school year, parent/community involvement activities include: Meet the Teacher night (virtual), Open House (virtual), Parent Conferences, Donuts with Dudes, Family Reading/Math nights, Supper with Santa, Veteran's Day performance, Family Fitness Night, Bingo Night, Danish with Divas, Enrichment Showcase, and Awards Ceremonies. Many of our events would not be possible without the support of our active Parent Teacher Association (PTA).

In addition, our school has several community programs that promote healthy student and family relationship, including Backpack Buddies by Houston Food Bank and Community Partners and Stranger Danger and Bullying with Officer Stanley. We also have an established mentor program which utilizes mentors from within the school staff and the community to build relationships with individual students with specific social, emotional and/or academic needs. 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 helped to promote safety by visiting the campus and conducting safety walk throughs.

Perceptions Strengths

Heritage Elementary celebrates the following strengths:

- Our end of year Student Survey 2019 reports that 93% of all students surveyed feel cared for by their teachers and know what to do when they see someone being mistreated.
- Our end of year Parent Survey 2019 reports that 90% of all parents surveyed feel welcomed by the school administration, teachers and office staff.
- Our end of year Teacher Survey 2019 indicates that all staff members feel supported by their school and district leaders.
- Our discipline data and student survey confirms that our mentoring program and proactive behavior practices are having a positive impact on student behavior.

Due to the COVID-19 pandemic we did not send end of year surveys.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- 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

Goals

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

Performance Objective 1: Increase the performance of all students and student groups on all STAAR assessments in grades 3-5 to 90% at Approaches Grade Level, 70% at Meets Grade Level, and 40% at Masters Grade Level.

Evaluation Data Sources: 2018-2019 STAAR Scores

Summative Evaluation: None

Strategy 1: Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessment, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS. Strategy's Expected Result/Impact: Through an indepth analysis of student performance data, we will see an improvement in instruction which will result in an increase in student achievement and academic growth Staff Responsible for Monitoring: 3rd - 5th Grade Teachers, Interventionists (Math and Reading), Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress. Strategy's Expected Result/Impact: Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to ELs and EcoDis, through small group intervention/tutoring/enrichment for students in 2nd - 5th grade before, during and/or after school. 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 EOY assessments, including TELPAS Reading, Listening, Speaking and Writing . Staff Responsible for Monitoring: Principal Assistant Principal Interventionist Teachers Tutors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Staff Extra Duty Pay - 263 Title III, LEP - \$8,000, Staff Extra Duty Pay - 263 Title III, LEP - \$1,536, Transportation - 263 Title III, LEP - \$0, Extra Duty Pay - 211 Title I, Part A - \$15,143, Extra Duty Pay - 211 Title I, Part A - \$19,893.90, Staff Wages - 211 Title I, Part A - \$30,074.50, Transportation - 211 Title I, Part A - \$2,000, Technology Resources - 263 Title III, LEP, Extra Duty Pay - Roll Back - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide professional development opportunities for teachers, mainly technology, that are aligned to student and staff needs in order to develop innovative strategies, including interactive lessons, to assist in all core subject areas. Strategy's Expected Result/Impact: Through the use of quality, individualized professional development, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic growth. Staff Responsible for Monitoring: Principal Assistant Principal Principal's Secretary Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 students and student groups on BAS in grades K-2 so that 85% are performing at or above grade level according to district criteria.

Evaluation Data Sources: BAS Results (BOY and EOY)
Running Records

Summative Evaluation: None

Strategy 1: Utilize the Fountas and Pinnell Literacy Continuum, Jennifer Serravallo's Reading Strategies Book and Writing Strategies Book along with additional resources to provide aligned reading and writing instruction from Kindergarten to 2nd grade. Strategy's Expected Result/Impact: By aligning our reading and writing instruction in the primary grades, students will make or exceed expected academic growth on the EOY BAS. There will also be a positive impact on future STAAR Reading and Writing Scores. Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Central Printing - 211 Title I, Part A - \$230, General Supplies - 211 Title I, Part A - \$196, Miscellaneous - 211 Title I, Part A - \$300, Miscellaneous (Rollback) - 211 Title I, Part A - \$36.94	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth. 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: Principal Assistant Principal Counselor Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: 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. 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 assessments. Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$0, Extra Duty Pay - 211 Title I, Part A - \$0, Extra Duty Pay - 263 Title III, LEP - \$0, Extra Duty Pay - 263 Title III, LEP - \$0, Staff Wages - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System and TPRI Reading Assessment. Strategy's Expected Result/Impact: Through the use of quality, individualized professional development in the areas of guided reading/writing, students will make or exceed expected academic growth on the EOY BAS. Staff Responsible for Monitoring: Reading Interventionist Master Reading and Writing Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase the performance of all students and student subgroups in grades 2 - 5 on MAP Reading and grades 1-5 Math by 10%.

Evaluation Data Sources: 2018-2019 MAP Data

Summative Evaluation: None

Strategy 1: Provide professional development opportunities for teachers specifically aligned to developing individualized instruction based on the skills define by the MAP reports. Strategy's Expected Result/Impact: Through the use of quality professional development on developing individualized instruction based on the skills defined by the MAP Reports, students will make growth from Fall to Spring on both the Reading and Math MAP. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction. 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 both the Reading and Math MAP. Staff Responsible for Monitoring: Teachers Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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. 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. Staff Responsible for Monitoring: Teachers Students Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Teachers will appropriately apply our campus crisis management procedures in order to facilitate a safe and secure learning/working environment that is conducive to student success.

Strategy 1: Training for staff on the Campus Crisis Management Procedures and SRP (Safety Response Protocol), including the initial training as well as periodic updates. Strategy's Expected Result/Impact: 100% of staff will be trained and all staff/students will remain safe while in the school environment. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct monthly Evacuation Drills (Fire/Hold) and additional quarterly safety drills (ie: Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures. Quarterly safety drills are in compliance with the Childcare Minimum Standards for the LPISD Early Childhood Center. Strategy's Expected Result/Impact: Our staff will be better prepared to deal with an emergency situation. Staff Responsible for Monitoring: All School Staff Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Create and maintain a positive campus climate that promotes lifelong learning among our student and staff.

Strategy 1: Provide student anti-bullying lessons, peer mediation, and character education guidance lessons. Strategy's Expected Result/Impact: To decrease discipline referrals, bullying, peer conflict, and to improve social skills. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Promote positive character traits and productive work habits in both staff and students through the implementation of a variety of recognition including: Positive Behavior Referrals, Soar Cards, Boast Board, Goal Recognition, etc. Strategy's Expected Result/Impact: Through the use of positive recognition for both staff and students we will create and maintain a culture of learning and kindness among students and staff. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Reward perfect attendance through a variety of incentives. Strategy's Expected Result/Impact: By rewarding attendance we will increase our overall yearly attendance percentage. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Teachers Title I Schoolwide Elements: 2.5, 2.6, 3.1 Funding Sources: Class Rewards - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide materials (i.e., masks, posters, gloves, sanitizing materials) and safety protocols for staff and students to minimize COVID-19 risks. Strategy's Expected Result/Impact: To create a safe and COVID free environment for all staff and students. Staff Responsible for Monitoring: Principal/Asst. Principal Funding Sources: COVID Materials 211 Title 1 - 211 Title I, Part A - \$3,552	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  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.

Strategy 1: Provide opportunities for staff to participate in individualized Book Studies geared towards understanding emotional poverty, increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies. Strategy's Expected Result/Impact: Through the use of individualized book studies and staff development, staff will develop and strengthen their understanding of how to help student from emotional poverty and create a student centered learning environment, thus increasing students engagement, their desire to attend school and their academic performance. Staff Responsible for Monitoring: Principal Assistant Principal All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Emotional Poverty Professional Development - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected staff development, though book studies, Twitter, PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment. Strategy's Expected Result/Impact: A climate of collaborative learning will increase teacher effectiveness, promote teacher retention and have a positive impact on student performance. Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (ie: Boast Board, Game Changer Awards, Monopoly Money, Monthly Teacher Appreciation). 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: Principal Assistant Principal All Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Offer engaging family nights and school events (both day and night) to increase parental involvement.

Strategy 1: Host a variety of Family Nights/Events, including: Due to COVID and CDC compliance, we will use face to face and virtual when appropriate. Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day Watch Dogs Program 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: Principal, Assistant Principal, All Staff Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Snacks for Parent Involvement Events - 211 Title I, Part A, Fines for Watch Dogs Program - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Spring/Fall Fundraisers Monthly PTA Meetings Spirit Nights Bingo Night Supper with Santa Strategy's Expected Result/Impact: By providing a variety of opportunities for parent involvement in PTA and PTA sponsored events, we will increase parent involvement in their child's education, thus promoting a strong home/school connection. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Utilize a variety of different communication tools to improve the home/school connection

Strategy 1: Utilize a variety of technology tools tools, such as: emails, Remind, School Messenger call outs, Class DoJo, SeeSaw, and school and class websites to communicate a variety of information to parents Strategy's Expected Result/Impact: By utilizing a variety of technology communication tools, we will improve parent communication, thus promoting a strong home/school connection. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Teachers Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 the integration of technology by providing students more opportunities to use technology to enhance their own learning.

Strategy 1: Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom. Strategy's Expected Result/Impact: Students will use innovative technology applications to enhance their learning, thereby increasing student performance. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Instructional Technologists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology Application - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Refer to the 2019-2020 Heritage Elementary CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2018 - 2019 Heritage Campus Performance Objective Committee (CPOC) members.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee (CPOC) will meet a minimum of 4 times a year to monitor the CIP. If needed, revision can be made in order to meet the changing needs of the campus.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website. It will also be available to all stakeholders at the Heritage Elementary office.

2.4: Opportunities for all children to meet State standards

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
- Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.
- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.

- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.

2.5: Increased learning time and well-rounded education

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
- Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.
- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.
- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.

2.6: Address needs of all students, particularly at-risk

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
- Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.
- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.

- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Host a variety of Family Nights/Events, including: Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day
- Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Monthly PTA Meetings Spirit Nights Trunk or Treat Supper with Santa Spring Fling
- Utilize a variety technology tools tools, such as: emails, Remind, School Messenger call outs, SeeSaw and the school website to communicate a variety of information to parents

3.2: Offer flexible number of parent involvement meetings

- Host a variety of Family Nights/Events, including: Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day
- Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Monthly PTA Meetings Spirit Nights Trunk or Treat Supper with Santa Spring Fling
- Utilize a variety technology tools tools, such as: emails, Remind, School Messenger call outs, SeeSaw and the school website to communicate a variety of information to parents

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Sosa Garza	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty Pay		\$15,143.00
1	1	3	Extra Duty Pay		\$19,893.90
1	1	3	Staff Wages		\$30,074.50
1	1	3	Transportation		\$2,000.00
1	1	3	Extra Duty Pay - Roll Back		\$0.00
1	2	1	Central Printing		\$230.00
1	2	1	General Supplies		\$196.00
1	2	1	Miscellaneous		\$300.00
1	2	1	Miscellaneous (Rollback)		\$36.94
1	2	3	Extra Duty Pay		\$0.00
1	2	3	Extra Duty Pay		\$0.00
1	2	3	Staff Wages		\$0.00
2	2	3	Class Rewards		\$0.00
2	2	4	COVID Materials 211 Title 1		\$3,552.00
3	1	1	Emotional Poverty Professional Development		\$1,000.00
4	1	1	Snacks for Parent Involvement Events		\$0.00
4	1	1	Fines for Watch Dogs Program		\$500.00
5	1	1	Technology Application		\$0.00
Sub-Total					\$72,926.34
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Extra Duty Pay		\$8,000.00
1	1	3	Staff Extra Duty Pay		\$1,536.00
1	1	3	Transportation		\$0.00
1	1	3	Technology Resources		\$0.00
1	2	3	Extra Duty Pay		\$0.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extra Duty Pay		\$0.00
Sub-Total					\$9,536.00
Grand Total					\$82,462.34

La Porte Independent School District

Jennie Reid Elementary

Campus Improvement Plan

2020-2021



Mission Statement

To develop in every student critical thinking skills and great character traits that will afford them every opportunity to be prepared for college by building relationships, holding high expectations, and learning within a caring and collaborative environment.

Vision

We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they choose to attend.

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.

Value Statement

“A No Excuses University, committed to the academic and character success of ALL students.”

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	11
Perceptions	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	15
Goal 2: Provide a safe, secure and disciplined learning environment for all students.	18
Goal 3: Attract, develop and retain excellent staff.	20
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	22
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	25
Title I Schoolwide Elements	29
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	29
1.1: Comprehensive Needs Assessment	29
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	30
3.1: Develop and distribute Parent and Family Engagement Policy	30
Title I Personnel	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jennie Reid Elementary is one of twelve campuses in La Porte independent School District. Jennie Reid Elementary opened its doors in 1981 and serves predominantly middle class and low-income families. Last year, Jennie Reid served 420 students in grades kindergarten to fifth grade. Grades Kinder through 2nd are self-contained classes, whereas 3rd grade has 3 departmentalized classes, 1 of which shares a 4th grade reading teacher. 4th grade also has 3 departmentalized teachers, 1 of which shares a 3rd grade math teacher. 5th grade is departmentalized, with 2 language arts, a math, and a science teacher.

Currently, we have 3 kindergarten, 3 first grade, 3 second grade, 3 third grade, 3 fourth grade, and 4 fifth grade class sections. In 2018-2019 we had 4 3rd grade teachers, and 2019-2020, we had 4 4th grade teachers. 2017-2018, we had 4 second grade classes, and in 2016-2017 we had 4 first grade classes. Prior to 2016, all grade-levels had at least 4 sections. We have 3 bus routes, serving about 22% of our students. Currently, a new neighborhood is being built in our enrollment area. Approximately 350 homes in Morgan's Landing will be zoned to Jennie Reid. The houses in this neighborhood range from approximately 300-400K.

On Aug. 19, 2020, LPISD began the 2020-2021 school year virtually for all students. On Sept. 8, 2020, Jennie Reid welcomed approximately 65% of our students back into our school buildings for students who wanted to attend face-to-face while approximately 35% of our enrolled students remained virtual.

The student population is 6.2% African-American, 50.4% Anglo, 38.8% Hispanic, 2.8% two or more, low socioeconomic status of 49.2%, and 9.6% Special Education. The staff population is 66.7% White, 9% African-American, 3.3% multi/other, 21% Hispanic, 5% male, and 95% female with an average of 12 years of experience. Our staff consists of 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals. All new teachers, hired this year, have between 1 and 12 years of prior teaching experience. Jennie Reid's team of teachers is comprised on 34 teachers and paraprofessionals, 2 Interventionists, a counselor, a nurse, and 2 administration staff members.

The last published mobility rate for the campus is approximately 12.2% in 2019, down from 12.5% the previous year. The average daily attendance rate for students is 95.8%. In comparison to our other 40 like schools, we are in quartile 4, with quartile 1 minimum percentage at 96.6% or higher. In 2018-2019, 49.2% of our students were economically disadvantaged.

This is the ninth year for Jennie Reid to be identified as a Title I school-wide campus. Our Title I programs consists of parent involvement activities, primary literacy intervention, tutorials after school for math and reading, reading and math professional development, and materials to support our reading and math programs. Our Title III program includes supporting our Limited English Proficient students who are serviced through our ESL teachers with reading materials and dictionaries. Jennie Reid Elementary has 2 Behavior Support Program classes. Jennie Reid's Special Education students are serviced though inclusion, support in the classroom, and resource support as needed. We are also the location for the elementary District Alternative Education Program, where we house students with serious discipline problems for an assigned number of days.

The Jennie Reid Elementary needs assessment process consists of the site-based decision-making team (CPOC members) forming subcommittees to evaluate the previous year's data. The committees evaluated program evaluations and the following data from 2018-2019 and 2019-2020, if available: BAS, STAAR, MAP, attendance (students and staff), discipline referrals, student mobility, special education programs, gifted and talented program, PEIMS Data, and TEA school report cards. CPOC members reviewed the data to identify areas of strengths and needs noted herein.

Demographic Needs

- 2018-2019 attendance rate was in quartile 4, compared to like schools
- Diminishing enrollment rate in last 3 years
- Rising percentage of economically disadvantaged students

252

Demographics Strengths

Jennie Reid Elementary has several strengths, which include:

- Diverse student population
- Low teacher turn over for last 3 years
- Highly qualified and experienced teachers
- Supportive parents
- Community support from partners in education
- Decreased Mobility Rate
- Newly-built community in our zone

Student Learning

Student Learning Summary

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

Jennie Reid Elementary received a 'B' in the Texas Education Agency's 2019 accountability rating system. The overall rating, which was scored 82 out of 100, is based on scores in student achievement (85), school progress (83), and closing the gaps (74) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade-span and student demographics. Jennie Reid earned two out of five distinctions for the 2018-2019 school year: one in Science performance and one in Post-Secondary Readiness.

Overall for the last three years, Jennie Reid's STAAR scores in math climbed 2 percentage points from 2017 to 2018 and then dropped down to 93% in 2019. Reading climbed from 87% in 2017 to 89% in 2018, then dropped slightly to 88% in 2019. Our science scores increased from 86% in 2017 to 91% in 2018, then decreased slightly to 90% in 2019. There was a significant drop in writing scores from 80% in 2017 to 68% in 2018. In 2019, our writing scores increased to 71%.

Subject	2017	2018	2019
Math	94%	96%	93%
Reading	87%	89%	88%
Science	86%	91%	90%
Writing	80%	68%	71%

Looking at each grade-level and subject-area on last year's STAAR test, the scores fell into 3 categories: Approaches, Meets, and Masters. Students in the 'Approaches' category are likely to be successful in the next grade-level with targeted interventions in place, while students in the 'Meets' category have a high likelihood of success in the next grade, and the 'Masters' category indicates that students mastered the grade level expectation. The data indicates that while we have many students reading the 'Approaches' category, we have some work to do in the 'Meets' and 'Masters' categories, as we would like to see these categories at 70% and 40%, consecutively. Of most concern are our writing scores, which are significantly lower than anticipated, at 71% approaches, 39% meets, and 7% masters in 2019, though each category did increase in percentage points from 2018. The math scores have increased in 3rd and 5th grades, but decreased in 4th grade. The reading scores have decreased in 3rd grade, but increased in 4th and 5th grades.

2018/2019 STAAR ALL STUDENTS	2018/2019 APPROACHES Grade Level Performance	2018/2019 MEETS Grade Level Performance	2018/2019 MASTERS Grade Level Performance
3 rd Math	92% / 94%	58% / 47%	31% / 16%
4 th Math	95% / 86%	76% / 53%	45% / 29%
5 th Math	97% / 98%	72% / 65%	32% / 41%
3 rd Reading	92% / 83%	53% / 52%	31% / 23%
4 th Reading	80% / 87%	45% / 51%	24% / 17%
5 th Reading	89% / 95%	59% / 50%	25% / 26%
5 th Science	91% / 90%	53% / 60%	25% / 38%

2018/2019 STAAR ALL STUDENTS	2018/2019 APPROACHES Grade Level Performance	2018/2019 MEETS Grade Level Performance	2018/2019 MASTERS Grade Level Performance
4 th Writing	68% / 71%	33% / 39%	5% / 7%

MATH

Math scores for the last two years reveal growth in 3rd and 5th grades and a dip in 4th grade scores. Our 3rd graders in 2018 were at 92% and increased to 94% passing in 2018. In 2018, our 5th graders were at 97% passing, which increased to 98% in 2019. Our 4th graders in 2018 were at 95% passing, and decreased to 86% passing in 2019. This grade-level experienced a change in instructors after the first 9 weeks of school, going from two math teachers on the grade-level to one math teacher for the entire grade-level.

Math	2018	2019
3 rd	92%	94%
4 th	95%	86%
5 th	97%	98%

2019 MATH STAAR	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3 rd	94%	47%	16%
4 th	86%	53%	29%
5 th	98%	65%	41%

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

- Fourth grade MATH scores decreased 9% points from the prior year
- White student group and non-continuously enrolled students decreased the percent of students that Met Grade Level Performance
- White student group and continuously enrolled students contributed to missing our Growth target in All Students group by 4 points

This contributed to Jennie Reid missing our Student Success target in the white demographic group by 2 points. This indicates that our white students are not performing at the level of their average counterparts state-wide.

READING

Reading scores for the last 2 years reveal growth in 4th and 5th grade scores and a significant dip in 3rd grade reading scores. In 2018, our 4th graders were at 80%, which increased to 87% in 2019. Our 5th graders were at 89% in 2018, and increased to 95% in 2019. Our 3rd graders fell from 92% approaches in 2018 to 83% in 2019.

Reading	2018	2019
3rd	92%	83%
4th	80%	87%
5th	89%	95%

2019 READING STAAR	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd	83%	52%	23%
4th	87%	51%	17%
5th	95%	50%	26%

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

- Third grade READING scores decreased 9% points from the prior year
- Fourth grade READING scores increased 7% points from the prior year
- Fifth grade READING scores increased 6% points from the prior year
- The Special Education scores show the greatest variance of all student groups. 19% for SpEd and 44% for all students
- White student group and continuously enrolled students contributed to missing our Growth target in All Students group by 1 point
- White student group has missed the Academic Achievement Reading target and Growth Reading target for 3 consecutive years

This contributed to Jennie Reid missing our Student Success target in the white demographic by 2 points. This indicates that our white students are not performing at the level of their average counterparts state-wide. Jennie Reid is a campus identified for additional targeted support.

WRITING

Writing	2018	2019
4th	68%	71%

A reviewing writing scores for the last 2 years reveals that the percent of students passing increased from 68% in 2018 to 71% in 2019. The most significant finding(s) during the analysis of all WRITING academic achievement data is that our classroom observation and grades do not mirror our performance of the STAAR in Writing. When comparing the STAAR scores with classroom observations and grades, we found that some students who had average performance in the classroom, performed below-level on the STAAR. This indicates that the rigor of instruction in the classroom is lower than that measured on STAAR. Our teachers are in need professional development for increasing the rigor of their instruction.

SCIENCE

Science	2018	2019
4th	91%	90%

In reviewing the science scores specifically, 91% of our 5th graders in 2018 performed at the Approaches level or above, while in 2019 90% of our students performed at these

levels. It is to be noted that the percentage of students at the Masters level in 2018 was 19%, and doubled to 38% in 2019. This indicates that there was an increase in the rigor of our science instruction.

Jennie Reid Elementary needs to continue to ensure that our students are given the character and skills development to afford them the opportunity to be college bound if they so choose to attend. Our goal is to have at least 90% of all students (3rd-5th) and student subgroups (Economically Disadvantaged, Hispanic, African American, and White) meet standards on state mandated assessments (STAAR). In regards to STAAR advanced level performance, the campus goal is to have at least 40% perform on advanced level in reading and mathematics for ALL students. Based on review of the data, the instructional process must continue to increase the rigor in all groups in writing, and provide targeted intervention to specific groups, such as white students in reading.

Effective research-based tutorials and interventions need to be provided early in the year to those students at-risk of failing and/or who have previously failed state assessments. Continuous staff development is needed in the area of critical thinking, higher-level thinking, vocabulary instruction, problem solving, and differentiation. Jennie Reid Elementary needs to continue to improve in student tutorials and interventions for struggling students in at-risk and economically disadvantaged subgroups. Title I funding is needed to support early tutoring and interventions.

Student Academic Achievement Needs:

- 3rd grade Reading Approaches decreased to 83%
- 4th grade Math Approaches decreased to 86%
- 4th grade Writing Approaches is at 71%
- Meets Grade Level Scores are low in all grade levels and subjects
- Masters Grade Level Scores are low in all grades in Reading, 3rd & 4th math, and writing

Student Learning Strengths

Jennie Reid Elementary has several student academic achievement strengths, which include:

- Over 90% of students in 3rd & 5th grades scored at the Approaches level or higher in math for the last 3 years
- Number of students scoring Masters in 5th grade math exceeded 40% in math in 2019
- Reading scores in 4th grade increased in Approaches and Meets
- Science Masters rate increased doubled from 2018 to 2019
- Writing scores increased in all categories from 2018 to 2019

School Processes & Programs

School Processes & Programs Summary

The campus at Jennie Reid has an administration team composed of the Principal, Assistant Principal, and Counselor. Primary teachers are self-contained, while 3rd-5th are departmentalized. Our paraprofessionals consistently support our morning, lunch and afternoon duties. Grade levels have a common planning time every day for planning and discussion of student data. The campus PLCs are an avenue to support communication with colleagues and administration and give opportunities to discuss student data as the campus moves forward in supporting student success, in addition to discussing curriculum and instructional strategies that need to be supported and evaluated. The RTI process is used for collaboration with administration and colleagues to support the needs of struggling students. Data is consistently reviewed at PLCs, RTIs, vertical meetings and CPOC. This allows us to make decisions about needed professional development plans. Grade level chairs serve as the lead people on each grade level who pull the data together, meet weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data reports and TEKS Resource System curriculum.

We strive to keep a consistent tutoring schedule, with the same tutors who already know the students and staff. New student information is tracked to identify immediate needs. The master schedule supports student management needs, while instructional time needs to be protected and class interruptions need to be minimal. MTSS/RTI is embedded in the master calendar at the beginning of each year, in 6 week increments. PLCs focus on instructional planning and data review/discussions. Student clubs, before or after school, support enrichment of student interests such as robotics, chess, and community involvement (Student Council.)

The district curriculum TEKS Resource System is available to all teachers. Math TEKS Resource System is highly implemented by teachers with the support of the district math coaches and they see the vertical alignment strengths it provides on campus. The support of a math coach is valuable to the math instruction on campus and improvement of student learning. Teachers are aware of campus vertical needs/“hot spots” and are included in all STAAR trainings to support the readiness and supporting standards across grade levels. Teachers have access to and follow the newly-adopted HMH scope and sequence in reading. They also have a leveled literacy library and a science materials room available. PLCs and after school professional development allow teachers an opportunity to learn more about readiness standards and the vertical impact. In addition, PLCs throughout the year allow teachers an opportunity to look at their student data, set SMART goals and make action plans that support the students’ needs. Teachers are supported with professional development (using “push in” model and after school) throughout the year, targeting campus needs. Teachers are provided the opportunity to visit other classrooms and reflect on their current practices.

We have two Interventionists on our campus. One Interventionist is trained in dyslexia intervention and focuses on reading with our primary (K-2) students. Our other interventionist focuses on math with our second through fifth grade students; however, she also pulls students in need of extra practice in reading.

Although material is readily available, funding is needed to continue to support science and literacy materials. Maintaining library inventory and technology inventory is continuously needed. More creative opportunities are needed to allow for students to interact with technology. There is a need to increase the availability of cutting-edge technology on campus to increase student engagement. In 2017, we purchased 30 iPads, which are distributed among our K-2 classrooms and used for MAP testing. We purchased an additional 10 iPads in 2019, and 20 iPads in 2020. In addition, the district purchased 44 iPads for our campus in 2020.

As for building updates, there is a need for new chairs and desks, school-wide. Most of the desks have not been replaced in ten or more years. Teachers have reverted to using tables, due to a lack of desks in the building. In addition to updating the student and staff restrooms, our nurses' office lacks functionality, due to the limited space available. There are not separate rooms, where sick children can be separated from children coming to the clinic for medicine or minor injuries. Our front office needs security updates in order to allow button access to the office and swipe-card access into the building, from the office. We also need a camera installed at the front door, to allow our staff to be able to view who is entering the building, as well as a monitor in the front office, to display the camera.

School Process and Programs Needs:

- Our retired-teacher tutors are not always consistent with their attendance

- Our students who are invited to attend tutoring are not consistent with their attendance
- Guided reading groups are not always effective and consistent in the primary grades
- Student engagement is lacking, due to need for updated technology and training

School Processes & Programs Strengths

Jennie Reid has multiple strengths in the area of school processes and programs, to include:

- PLCs are used to analyze and review Checkpoint, Benchmark, and other assessment data
- A stocked science lab and science equipment room are available for use by teachers
- Math manipulatives are readily available and stored in a common area
- The literacy library is stocked with sets of books for guided reading and well organized
- A technology integration lab is available for scheduling as needed
- Teachers attended 24 hours of professional development focused on their individual needs in Summer 2019

Perceptions

Perceptions Summary

One of the core beliefs of Jennie Reid Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with various school experiences. Due to constant change, we have to work hard to maintain a culture of high expectations for student learning. Jennie Reid wants to narrow the performance gap among all student groups, and particularly between general education and SpEd students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "Every student is our number one priority." When students walk in the door, they belong to us. We want our campus to appear clean and well-kept. Most of our desks and furniture have been moved about in our building or other buildings for many years; however, we do our best to make it look nice, as the environment of the school plays a serious role in the culture and climate. Many teachers use tables in their classrooms because the desks do not match, are very old, or there are not enough of them.

Jennie Reid also places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. In addition to the monthly newsletters and calendars sent home and school events posted on the marquee, Jennie Reid Elementary extends communication by offering a variety of parental involvement activities such as Open House, Family Literacy Night, Family Math and Science Night, and Get Off the Couch Night. We take pride in the fact that parents consistently report that our office staff is professional and very parent-friendly.

Due to the COVID pandemic, and working diligently to get online learning up and running, a survey was not sent out at the end of the 2019-2020 school year. Our 2020-2021 CPOC Committee discussed ways to garner parent participation in the parent survey this year. We will advertise that we will draw for a prize from the names of parents who complete the survey. More participation will give us a better picture of parental perceptions of our campus. Only 57 parents completed the parent survey distributed at the end of the 2018-2019 school year. 100% of the parents surveyed report that they think Jennie Reid has a positive learning environment and they respect their child's teacher. While 91% of parents who completed the survey feel that their child feels safe at school, the others are neutral or do not feel that their child feels safe. While 91% of parents feel that Jennie Reid meets their child's academic needs, 9% are neutral, or feel like it does not. Most parents report that they are consistent with ensuring their child reads at home daily they attend parent conferences. While 5% of parents report that they do not read the Monthly Newsletters, 92% feel that communication from the school is sufficient. Parents of each grade-level were represented evenly in the survey, as all grade-levels were represented by 10-15 surveys.

Perception Needs:

- Only 72% of the parents who responded to the survey are a member of the Remind group
- Only 42% of the parents who responded to the survey follow the Jennie Reid PTO Facebook page
- Parents commented that discipline needs to be strengthened at Jennie Reid

Perceptions Strengths

Jennie Reid has several perceived strengths including:

- Jennie Reid is a family-friendly school in a supportive community
- 100% of parents surveyed report that they think Jennie Reid has a positive learning environment & they respect their child's teacher
- 91% of parents report they think their child feels safe at school
- 91% of parents feel that Jennie Reid meets their child's academic needs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

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

Performance Objective 1: Increase STAAR reading and math scores to 90% approaches, 70% meets, and 40% masters across all STAAR grade-levels.

Evaluation Data Sources: (F) PLC agenda and minutes; walkthroughs; Powerwalks; lessons plans
(S) STAAR results and EOY assessments; T-TESS summative

Summative Evaluation: None

Strategy 1: Provide before, during, and/or after-school tutorials & intervention for students who have previously failed or are at risk of failing the reading and/or math STAAR. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: Principal Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Funds for tutorials during the day, before school, and after school - 211 Title I, Part A - \$15,669, Funds for tutorials during the day, before school, and after school - 211 Title I, Part A - \$5,245.21	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide 1-to-1 dictionaries to all 3rd through 5th grade students, for use on classwork and during state testing, as allowed. Strategy's Expected Result/Impact: Student vocabulary knowledge will increase, thus increasing scores on state testing. Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Student dictionaries - 263 Title III, LEP - \$448	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase overall MAP growth scores by 10%, in both reading and math, across grade-levels K-5.

Evaluation Data Sources: (F) tutoring lists; action plans; interventionist schedules; progress monitoring

(S) End of year MAP assessment scores

Summative Evaluation: None

Strategy 1: Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math, in order to close the gaps. Strategy's Expected Result/Impact: Increased academic performance in students receiving Tier III tutoring. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Interventionist - 211 Title I, Part A - \$32,145.79	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct biweekly PLCs with a focus on student data discussions in order to identify, intervene, and monitor specific students, who show academic need, based on MAP Student Growth Reports. Strategy's Expected Result/Impact: Through the use of ongoing, targeted intervention, students will make or exceed expected growth. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: To increase performance of all students on BAS in grades K-2, to a goal of 85% reading on grade-level or above.

Evaluation Data Sources: (F) Lessons plans; grade level planning minutes; PLC agendas, schedules, walkthrough documentation
(S) BOY and EOY BAS scores

Summative Evaluation: None

Strategy 1: Conduct biweekly PLCs to discuss and document student growth, areas of concern, and interventions in place, and change or add interventions as needed. Strategy's Expected Result/Impact: Through successful intervention and monitoring, students will meet or exceed expected growth on BAS by the end of the year. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: To increase Writing STAAR scores by at least 10% in each category (Approaches, Meets, Masters).

Evaluation Data Sources: (F) lesson plans, tutoring lists, schedules
(S) STAAR results

Summative Evaluation: None

Strategy 1: Writing teachers will use their Writing Academy training and daily DOL materials to teach students songs and chants to remember the grammar rules and increase writing STAAR scores. Strategy's Expected Result/Impact: Students' scores in grammar will increase, thus increasing writing STAAR scores. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Decrease discipline referrals by 10%, by promoting safety, having Restorative Circles, and providing Character Education to all students.

Evaluation Data Sources: (F) eSchool discipline reports; Conduct Reports; Student of the month rosters; Principal's Award rosters
(S) Discipline Reports, staff/parent/teacher survey; Restorative Circle Data

Summative Evaluation: None

Strategy 1: Promote a safe learning environment by having Restorative Circles and providing Character Education via Words of Wisdom and guidance lessons at least once per month for all students. Strategy's Expected Result/Impact: Student discipline referrals will decrease as the number of Restorative Circles increase. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Increase student awareness of COVID 19 and promote personal safety.

Evaluation Data Sources: (F) COVID-19 Mitigation Training
(S) Student surveys, observations, sanitizing supply orders

Summative Evaluation: None

Strategy 1: Provide personal protective equipment and safety protocols for students and staff to mitigate COVID-19. Strategy's Expected Result/Impact: Students will gain knowledge of personal safety and ways to mitigate COVID-19. Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train students, staff, and substitutes on the SRP protocols and perform monthly or semester drills, as required. Strategy's Expected Result/Impact: All school personnel and students will remain safe in emergency situations, should they occur during the school day. Staff Responsible for Monitoring: Assistant Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Provide professional growth resources and training to all teachers through vertical team meetings and PLCs, throughout the year.

Evaluation Data Sources: (F) Minutes and sign-in sheets; certificates; walkthroughs
(S) T-TESS summary; student BAS and STAAR results

Summative Evaluation: None

Strategy 1: At least 10% of our faculty members will present training or professional growth resources to our faculty throughout the year. Strategy's Expected Result/Impact: Teachers will increase their professional knowledge by participating in shared professional development ideas and resources. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Provide PD for teachers and paras on effective Special Education, Behavior Program, and inclusion practices.

Evaluation Data Sources: (F) Sign-in sheets, discipline documentation
(S) STAAR scores for Special Education students

Summative Evaluation: None

Strategy 1: Provide a minimum of 3 opportunities for professional development in the area of SpEd and mental health, (including Behavior and Inclusion) to all teachers. Strategy's Expected Result/Impact: Teachers will identify and understand the best instructional/behavioral strategies to use with special populations. Staff Responsible for Monitoring: Counselor Resource Teacher BSP Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Encourage parent and involvement by at least 30% of our parents, by providing various family engagement opportunities throughout the year.

Evaluation Data Sources: (F) Assembly agendas, sign in sheets

(S) Total parent participation

Summative Evaluation: None

Strategy 1: Increase family engagement and parental involvement, to include at least 30% of our parents, through PTO involvement in things such as fund raisers, spirit shirts/nights, teacher appreciation, and Supper with Santa. Strategy's Expected Result/Impact: Parents will feel more connected and welcome in our school. Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide additional parental/ community involvement activities, such as: * Title I Open House *Family Literacy Night *Family Science and Math Nights (hands-on) *Get Off The Couch Night *GT and Tech Expo Night Provide hands-on, make-and-take, real world activities. Strategy's Expected Result/Impact: At least 40% of our student's family members will participate in parental involvement activities. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 3.1, 3.2 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences. Strategy's Expected Result/Impact: Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.6, 3.1, 3.2 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  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 by providing a Remind account for parents, and sending at least 10 School Messenger messages throughout the year. Planners, call-outs, and flyers will also be used for additional communication with parents.

Evaluation Data Sources: (F) Remind & School Messenger reports, website visit count
(S) Survey parents on use and satisfaction

Summative Evaluation: None

Strategy 1: Utilize technology, such as Remind, School Messenger, and school website to increase parent participation. Strategy's Expected Result/Impact: Communication with parents will be increased. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 3: Encourage at least 50% of our EL families to participate in school events and activities by providing monthly newsletters and flyers in English and Spanish.

Evaluation Data Sources: (F)Newsletters, flyers
(S) Sign in sheets

Summative Evaluation: None

Strategy 1: A qualified translator will translate all newsletters and flyers that are sent home. Strategy's Expected Result/Impact: Parents of our EL students will attend school events and activities. Staff Responsible for Monitoring: Assistant Principal Secretary Title I Schoolwide Elements: 2.6, 3.1 Funding Sources: Translation of Newsletters & Flyers - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 by purchasing additional iPads for use in classrooms.

Evaluation Data Sources: (F) Sign-in sheet, walkthroughs
(S) T-TESS; teacher survey; student survey

Summative Evaluation: None

Strategy 1: Increase student engagement and success by making more headphones and charging stations for computers and ipads available and training teachers. Strategy's Expected Result/Impact: Student engagement will be increased through the use of technology in classrooms. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4 Funding Sources: Computer Supplies - 211 Title I, Part A - \$1,028	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Utilize district math coach to support instructional programs on campus to increase math scores to meet the 90/70/40 goal, for approaches, meets, and masters STAAR levels.

Evaluation Data Sources: (F) Minutes provided by coaches
(S) T-TESS, STAAR

Summative Evaluation: None

Strategy 1: The district math coach will support instructional programs on campus by planning with and/or observing our math teachers 5 times throughout the year to discuss instructional strategies. Strategy's Expected Result/Impact: Math students will perform at the 90/70/40 level on STAAR. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Increase the overall school attendance rate to 96.6% by the end of the school year.

Evaluation Data Sources: (F) Monthly classroom attendance calendars, Attendance incentive board
(S) Attendance reports

Summative Evaluation: None

Strategy 1: Track and announce daily attendance rate, with 96.6% as a goal. Reward students with monthly perfect attendance a ticket for an attendance prize drawing. Strategy's Expected Result/Impact: Students will want to come to school daily, to be in the drawing for the attendance prize. Our daily attendance rate will average 96.6% by the end of the year. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track monthly class attendance rates by providing monthly calendars to post on classroom doors. The class with the highest number of days of perfect attendance for the month will get to display the grade-level attendance trophy for the month. Strategy's Expected Result/Impact: Students will come to school daily, so their class will get a sticker for perfect attendance, thus increasing school-wide daily attendance rates. Staff Responsible for Monitoring: Assistant Principal Secretary Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Jennie Reid Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2018-2019 Jennie Reid Elementary Campus Improvement Plan members.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the Jennie Reid Elementary Office.

2.4: Opportunities for all children to meet State standards

- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math.
- Increase student engagement and success by making more iPads available and training teachers.
- The district math and science coaches will support instructional programs on campus by planning with and/or observing our math and science teachers 5 times throughout the year to discuss instructional strategies.

2.5: Increased learning time and well-rounded education

- Provide teachers with Fundamental Five training on the five practices that every teacher should use to increase student achievement.
- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- To provide opportunities for teachers to attend professional development in the areas of science, math, reading, writing, and character education. (ie. The Writing Academy; No Excuses University, CAST, CAMT, and Lead4Ward.)
- Promote a safe learning environment by having Restorative Circles and providing Character Education via Words of Wisdom and guidance lessons at least once per month for all students.
- Provide at least 3 School Safety programs, such as bullying, tobacco/drug prevention (DARE), and water safety throughout the school year.

2.6: Address needs of all students, particularly at-risk

- Provide before, during, and after-school tutorials for students who have previously failed or are at risk of failing the reading and/or math STAAR.
- Provide Tier III interventions, through the use of Interventionists or tutors, to students who are struggling in reading and math.
- At least 10% of our faculty members will present training or professional growth resources to our faculty throughout the year.
- Provide a minimum of 3 hours of professional development in the area of SpEd, (including Behavior and Inclusion) to all teachers.
- Track and announce daily attendance rate , rewarding a letter of a phrase each day we reach 97% or higher.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Implement a Watchdog Program, made up of male members of our students' families who volunteer to monitor inside and outside, at least 3 days per week, throughout the year.
- Increase family engagement and community involvement, to include at least 10% of our parents, through speaking at College Assemblies, volunteering with PTO, chaperoning field trips, and room parents.
- Utilize technology, such as Remind, School Messenger, and School Website to increase parent participation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Wenckens	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for tutorials during the day, before school, and after school		\$15,669.00
1	1	1	Funds for tutorials during the day, before school, and after school		\$5,245.21
1	2	1	Interventionist		\$32,145.79
4	3	1	Translation of Newsletters & Flyers		\$500.00
5	1	1	Computer Supplies		\$1,028.00
Sub-Total					\$54,588.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student dictionaries		\$448.00
Sub-Total					\$448.00
Grand Total					\$55,036.00

La Porte Independent School District

La Porte Elementary

Campus Improvement Plan

2020-2021



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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
School Processes & Programs	14
Perceptions	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	18
Goal 2: Provide a safe, secure and disciplined learning environment.	24
Goal 3: Attract, develop and retain excellent staff.	26
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	27
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	31
Title I Schoolwide Elements	33
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	33
1.1: Comprehensive Needs Assessment	33
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	33
2.1: Campus Improvement Plan developed with appropriate stakeholders	33
2.2: Regular monitoring and revision	33
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	34
2.6: Address needs of all students, particularly at-risk	35
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	36
3.1: Develop and distribute Parent and Family Engagement Policy	36
3.2: Offer flexible number of parent involvement meetings	36
Title I Personnel	37
Campus Funding Summary	38

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. The current enrollment is comprised of approximately 464 Prekindergarten through Fifth Grade students, which includes 1 class of Headstart (served at the La Porte Headstart Center in cooperation with La Porte Elementary) as well as 2 FOCUS (Focus on Communication and Understanding of Skills) classrooms. Our Prekindergarten through 2nd grade classrooms are self-contained, while our 3rd through 5th grade classrooms are departmentalized.

Due to the COVID-19 pandemic, on August 19, 2020, La Porte Elementary began the 2020 -2021 school year virtually for all students. On Sept. 8, 2020, approximately 60% of our student population returned to the building for face to face instruction, while the remaining 40% chose to continue their instruction virtually.

La Porte Elementary has a dedicated and highly qualified team composed of approximately 37 professional staff members, including 2 interventionists, 1 counselor, 1 nurse and 2 campus administrators. The years of experience of our professional staff ranges from 1 to 34 years, with the majority having between 10 – 20 years of experience. In addition to the professional staff, La Porte Elementary employs an additional 15 staff members in a paraprofessional role, including our registrar, the principal's secretary and the counselor's clerk. La Porte Elementary serves an established, but evolving community. Many of our children are from single income homes and a significant number are being raised by grandparents.

In the 2018 – 2019 school year, the reported mobility rate of LPE was 20.6% (significantly above the district average of 11.9%) and the student attendance rate was 95.0%. This data is reported from the previous school year (2017-2018).

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

	STUDENTS			STAFF (Pro./Para.)
	18-19 (TAPR)	19-20 (Feb. BR)	20-21 (Sept. BR)	20-21
Total Enrollment	515	527	457	52 (37/15)
Ethnicity/Race				
Hispanic	51.1%	53.8%	59.7%	13.5%/60%
Non-Hispanic	48.9%	46.1%	40.2%	86.4%/40%
White	34.0%	80.0%	80.7%	83.7%/86/7%
African American	11.3%	20.1%	19.2%	13.5%/13.3%
American Indian	1.2%	3.6%	3.5%	0%/0%
Asian	.2%	.7%	1.5%	2.7%/0%
Pacific Islander	0%	.3%	.4%	0%/0/0%
Student Groups				
English Learners	6.8%	6.6%	5%	
Eco Dis	76.7%	79.3%	61.7%	

284

	STUDENTS				STAFF (Pro./Para.)
Special Education	12.30%	12.7%	10.2%		
Section 504	2.5%	~	~		
Gifted and Talented	~	5.1%	4.3%		
At Risk	41.4%	~	~		

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

Degrees	Count	Percentage
Bachelor's Degree	28	75.7%
Master's Degree	10	27%
Doctoral Degree	0	0%
Total	37	100%

Certifications	Count	Percentage
BIL	2	5.4%%
ESL	17	42.4%
GT	3	8.1%
LPISD GT 30 Hours	30	81%

Demographic Needs:

- Attendance Rate of 95% is in the 4th quartile of our comparison group
 - Chronic health issues such as lice, poor hygiene, poor vision
- Possibility of low reported economically disadvantaged students due all LPISD students receiving free/reduced lunch at this time
- High Mobility Rate
- Meeting the needs of our virtual learners

Demographics Strengths

Demographic Strength:

- Rich diversity
- Supportive community
- Supportive staff
- Highly trained teachers
 - Every grade level has an ESL certified teacher
 - Almost 25% of our professional population has a Master's Degree
- Stable staff
 - No teacher turnover

- Addition of 2 new staff members due to added classrooms (2nd and 4th)
- Strong Interventionists

Student Learning

Student Learning Summary

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year. Referring back to the previous school year's rating (2018 – 2019), La Porte Elementary met TEA standards, receiving an 'A' in the Texas Education Agency 's 2019 accountability ratings and 5 distinction in the areas of Reading Academic Achievement, Science Academic Achievement, Postsecondary Readiness and Comparative Academic Growth. The overall rating, which was scored 92 out of 100, is based on Student Achievement, School Progress and Closing the Gaps (Academic Success) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics.

In addition, in 2019 – 2020, La Porte Elementary received a Gold Ribbon from Children at Risk Report Card and was recognized as an Honor Roll School by Educational Results Partnership (ERP).

The following table shows LPE's STAAR Data from 2017 – 2019, all performance levels, all grades tested.

	2017			2018			2019		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	81%	50%	24%	81%	53%	28%	85%	55%	29%
Math (3 rd – 5 th)	91%	65%	35%	91%	65%	38%	87%	62%	35%
Reading (3 rd – 5 th)	77%	45%	23%	79%	48%	24%	85%	53%	28%
Science (5 th)	65%	29%	10%	81%	53%	32%	83%	52%	27%
Writing (4 th)	73%	40%	11%	62%	37%	5%	80%	38%	9%

The following table shows LPE's 2019 Math STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Grade Math	77%	47%	23%
4 th Grade Math	82%	55%	32%
5 th Grade Math	98%	79%	45%

The following table shows a comparison of LPE's 2017 - 2019 Math STAAR Data, at approaches grade level or above.

	2017	2018	2019
3 rd Grade Math	88%	86%	77%
4 th Grade Math	88%	90%	82%
5 th Grade Math	99%	96%	98%

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

- Math scores decreased over time in both 3rd and 4th grade. Possible cause, both grade levels went from a 2 way split to a 3 way split, with decreased the minutes of math instruction.
- There is a noticeable increase in the 5th grade Math Data (from 3rd and 4th) at all Performance Levels. Possible cause, 2 administration in 5th grade, intense, focused intervention for students who were unsuccessful after 1st administration
- The following student populations, African American, SpEd and EL were significantly below (>5%) the ALL student group who Met and Mastered Grade Level Performance.

The following table shows LPE's 2019 Reading STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Grade Reading	80%	52%	34%
4 th Grade Reading	82%	55%	25%
5 th Grade Reading	91%	52%	26%

The following table shows a comparison of LPE's 2017 - 2019 Reading STAAR Data, at approaches grade level or above.

	2017	2018	2019
3 rd Grade Reading	76%	76%	80%
4 th Grade Reading	73%	75%	82%
5 th Grade Reading	84%	86%	91%

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

- Consistent growth in reading scores at all grade levels and at all Performance Levels. Cohorts also show consistent growth.
- There is a noticeable increase in the 5th grade Reading Data (from 3rd and 4th) at the Approaches Level. Possible cause, 2 administration in 5th grade, intense, focused intervention for students who were unsuccessful after 1st administration
- The following student populations, SpEd and EL, were significantly below (>5%) the ALL student group at all performance levels.
- All groups, with the exception of the ELs, showed growth at all performance levels, from 2018 to 2019.

The following table shows LPE's 2019 4th Grade Writing STAAR Data, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
4 th Grade Writing	80%	38%	9%

The following table shows a comparison of LPE's 2017 - 2019 Writing STAAR Data, at approaches grade level or above.

	2017	2018	2019
4 th Grade Writing	73%	62%	80%

An analysis of scores for each student group in 4th Grade Writing revealed the following:

- Although writing scores over time have been inconsistent, the 2019 scores of 80% were the highest in the district.
- Although the percentage of students who Met and Mastered Grade Level Performance is significantly lower in writing than in other subjects, this is consistent at all levels (District and State).
- The percentage of Hispanic students who Met Grade Level Performance is significantly higher (>18%) than the ALL student group, as well as all other student groups.

The following table shows LPE's 2019 5th Grade Science STAAR Data, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
5 th Grade Science	83%	52%	27%

The following table shows a comparison of LPE's 2017 - 2019 Science STAAR Data, at approaches grade level or above.

	2017	2018	2019
5 th Grade Science	65%	81%	83%

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

- Dramatic growth in science scores at all Performance Levels from 2017 to 2019.
- The following student populations, African American, SpEd and EcoDis, were significantly below (>5%) the ALL student group at the Met Grade Level Performance.
- The only significant variance in student population who Mastered Grade Level Performance was in the SpEd student population. All other populations were within ~5 percentage points of each other.

The following tables shows LPE's 2019-2020 BOY BAS scores (K – 2nd) – no EOY BAS scores due to COVID-19.

	Kindergarten 19-20 BOY BAS			1st Grade 19-20 BOY BAS			2nd Grade 19-20 BOY BAS		
	Below	On	Above	Below	On	Above	Below	On	Above
All Students	37.5%	43.75%	18.75%	29.31%	12.07%	58.62%	41.54%	24.62%	35.71%

Understanding that the BAS was a new assessment in the 2018 - 2019 school year and the only scores available at this time are the BOY scores for 2019 - 2020, the analysis of scores for all students reveals the following:

- Although the percentage of students in kindergarten are relatively evenly distributed at the BOY from On grade Level to below and above, there is a significant increase in 1st graders who are performing Above Grade Level Expectations at the BOY and a significant increase in students who are performing Below Grade Level Expectations at the BOY in 2nd grade. Possible causes: Solid foundation established in Kindergarten, increase in rigor/comprehension from 1st to 2nd grade.

The following table shows a comparison LPE's Kindergarten to 1st Grade Winter MAP scores in Math and Reading from 2018 – 2019 to 2019 – 2020. EOY scores were

not obtained due to COVID-19.

	18-19 MOY MAP Kinder Math Percentile	19-20 MOY MAP 1st Math Percentile	18-19 MOY MAP Kinder Reading Percentile	19-20 MOY MAP 1st Reading Percentile
La Porte Elementary	45.4	52.53	41.98	47.68
Economic Disadvantage	45.79	52.66	43.43	46.68
Amer. Indian/Alaskan Native	95	96	88	94
Black/African American	37	46	31.4	40.18
Hispanic	45.63	56.28	41.6	51.62
Two or More Races	46	51.5	70	52
White	48.63	44.8	47	39.27
LEP	27.5	42.33	35.5	41.67
Special Ed Indicator	27.67	46	42	35.75

The following table shows a comparison LPE's 1st to 2nd Grade Winter MAP scores in Math and Reading from 2018 – 2019 to 2019 – 2020. EOY scores were not obtained due to COVID-19.

	18-19 MOY MAP 1st Gr. Math Percentile	19-20 MOY MAP 2nd Gr. Math Percentile	18-19 MOY MAP 1st Gr. Reading Percentile	19-20 MOY MAP 2nd Gr. Reading Percentile
La Porte Elementary	57.75	41.46	55.8	41.46
Economic Disadvantage	57.92	39.17	57.22	39.17
Black/African American	50.29	41.29	54.71	41.29
Hispanic	56.68	35.53	53.94	35.53
White	62.5	54.2	59.44	54.2
LEP	48.6	31.6	51.4	31.6
Special Ed Indicator	40.67	25.33	39.33	25.33

The following table shows a comparison LPE's 2nd to 3rd Grade Winter MAP scores in Math and Reading from 2018 – 2019 to 2019 – 2020. EOY scores were not obtained due to COVID-19.

	18-19 MOY MAP 2nd Gr. Math Percentile	19-20 MOY MAP 3rd Gr. Math Percentile	18-19 MOY MAP 2nd Gr. Reading Percentile	19-20 MOY MAP 3rd Gr. Reading Percentile
La Porte Elementary	47.22	56.05	43.75	48.33
Economic Disadvantage	44.15	51.81	39.97	44.39
Black/African American	46.4	55.4	47.4	50.6
Hispanic	45.26	56.3	42.53	47.58
White	50.18	55.83	44.62	48.91
LEP	30	52	23.5	29.25
Special Ed Indicator	13.67	23.14	290	11.57

The following table shows a comparison LPE's 3rd to 4th Grade Winter MAP scores in Math and Reading from 2018 – 2019 to 2019 – 2020. EOY scores were not obtained due to COVID-19.

	18-19 MOY MAP 3rd Gr. Math Percentile	19-20 MOY MAP 4th Gr. Math Percentile	18-19 MOY MAP 3rd Gr. Reading Percentile	19-20 MOY MAP 4th Gr. Reading Percentile
La Porte Elementary	54.44	51.84	53.41	49.26
Economic Disadvantage	51.84	48.75	49.8	45.25
Black/African American	36.2	36	46	40.2
Hispanic	56	52	51.55	50.17
Two or More Races	58	45	51	8
White	59.38	61.88	64.22	56
LEP	39.67	44.83	40.17	39.17
Special Ed Indicator	14	17.33	12.33	3.67

2018 – 2019 4th and 5th Grade MOY MAP scores are not available. 2019 – 2020 5th Grade MOY MAP scores are not available,

An analysis of the comparison of MOY MAP scores for each grade level in Math and Reading revealed the following:

- In the Kindergarten to 1st Grade Cohort, Math and Reading scores had a significant increase (>5%) from Kindergarten to 1st Grade in ALL students and in all student populations (with the exception of White Math and Reading and 2 or More Race and SpEd in Reading).
- In the 1st to 2nd Grade Cohort, Math and Reading scores had a significant decrease (>5%) from 1st Grade to 2nd Grade in ALL students and in all student populations.
- In the 2nd to 3rd Grade Cohort, Math and Reading scores had a significant increase (>5%) from 2nd Grade to 3rd Grade in ALL students and in all student populations (with the exception of SpEd Reading which only showed a slight increase).
- In the 3rd to 4th Grade Cohort, Math and Reading scores remained relatively stable from 3rd Grade to 4th Grade in ALL students and in all student populations (with the exception of 2 or More Races which showed a significant decrease (>5%) in both Math and Reading and White, Black and SpEd Reading which showed a significant decrease (>5%) in reading.

Student Academic Achievement Needs

- 3rd Grade Math Approaches scores decreased to 77%
- 3rd Grade Reading Approached is below 80%
- 4th grade Math Approaches dropped from 86% in 2018 to 82% in 2019
- Student performance at Meets Expectations is significantly below the goal of 70% in all grades and all subjects
- Student performance at Masters Expectations is significantly below the goal of 30% in 4th grade Writing
- SpEd and EL student populations performing >5% below the ALL student group in Math and Reading
- According to BAS, 2nd grade students are having difficulty with the increased rigor of reading comprehension
- According to MAP, 2nd grade students are showing a decrease in performance from 1st to 2nd grade in both Math and Reading

Student Learning Strengths

Student Academic Achievement Strengths

- Met standards in ALL indexes
- Received an “A” rating in the TEA accountability system
- Earned 5 out of 6 distinctions: Academic Achievement in Reading and Science, Closing the Performance Gaps, Comparative Academic Growth and Post Secondary Readiness
- Increase in 4th grade Writing to 80% (highest in the district)
- Increase to 63% of whites who achieved at Met Grade Level Performance or higher
- According to BAS, Kindergarten is setting strong reading foundation skills
- With the exception of Kindergarten (due to lack of experience with the computerized assessment and 2nd grade, MOY MAP Math and Reading Scores average close to the 50% percentile.

Academic Achievement Strengths Attributed to:

- Utilizing the RtI/MTSS and SST process to provide interventions for struggling learners
 - Effective use of interventionists
 - Effective use of Math and Reading tutors

School Processes & Programs

School Processes & Programs Summary

La Porte Elementary has maintained a stable staff for several years, with very little teacher turnover. All teachers are highly qualified and placed in positions according to their strengths. With the addition of two new classes for the 2-20 -2021 school year, 1 in 2nd and 1 in 4th, we were able to hire 2 dedicated, highly qualified staff members to add to our La Porte Elementary family.

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, TTESS Walk Throughs and observations, as well as professional learning discussions during Leopard Talk Time (held weekly during each grade level's conference time), teachers were able to collaborate with campus administrators to determine specific areas of need and set professional goals as well as student learning objectives. Professional development was provided during the year to support these goals, including specific professional development on using the results of a variety of assessments (BAS, MAP, Checkpoints, etc.) to inform instruction. Additional professional development was offered specific to incorporating the newly adopted HMH Reading materials with the Fountis and Pinnel Continuum and Word Study in a manner that supported rigorous, individualized guided reading instruction. Although several teachers and students were able to meet the success criteria of their goal(s) despite the shortened time of in school instruction due to COVID 19, many teachers were continuing to develop in the areas identified by their goals. An increased need for professional development in the area of technology, specifically in creating a blended learning environment, was also identified during the period of virtual learning that occurred at the end of the 2019 – 2020 school year.

The staff of La Porte Elementary, as evidenced by their mission to educate all students in a safe, supportive and challenging environment where they can learn to be citizens of a culturally diverse society, are committed to ensuring the academic success of all students. Therefore, we have many processes in place to ensure the continued focus on student progress. These processes include the utilization of a vertically aligned curriculum outlined through a specific scope and sequence (ie; 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 BAS, ECD, MAP, Interim Assessments and STAAR Benchmarks is conducted on a routine basis. Additional processes specific to ensuring student progress include the effective use of weekly Leopard Talk Time 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). 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.

La Porte Elementary also has a wide variety of program in place that are geared specifically to providing targeted assistance to ALL student in an effort to increasing content knowledge and cognitive strategies. These programs include two full time campus interventionists who provide tiered support in math and reading as well as dyslexia instruction. We also have a strong special education team, including 2 self-contained FOCUS teacher, 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 also employ three retired teachers who provided daily in school tutoring to general education students in need of additional assistance. Our teachers provide additional support through before school tutoring. Second through fifth grade students who attend our afterschool 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 English Learners also received weekly support through the Summit K12 program. For our students labeled as gifted and talented, we provide a weekly pull out program designed to meet their needs in the areas of critical and creative thinking. In addition, we offer a wide variety of enrichment opportunities for the entire student population through participation in Star Base, Choir, Robotics, and UIL. These opportunities benefit our students by allowing them to expand their thinking and apply 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. Teachers hold a morning meeting each day that focuses on student well being and all staff participate in Restorative Practices.

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, we are moving towards a 1 to 1 student-technology ratio, although we are currently at between a 2 to 1/3 to 1 ratio. 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 in incorporating the HMH Adoption with F and P Phonics, Spelling and Word Study
 - Identify deficits in math instruction and provide pd as needed to strengthen instruction
 - Early and consistent focused tutoring by classroom teachers to fill in gaps
 - Continued support for teachers in the updated ELA TEKS incorporating reading and writing
 - Future state testing requirements
 - Ensure consistent use of technology applications to support student learning
 - Promote the implementation of innovation technology that promotes a student-centered learning environment
-

School Processes & Programs Strengths

Student Processes and Programs Strengths

- Data disaggregation of district wide academic checkpoints (2nd – 5th) to drive instruction
- Consistent use of small group instruction (K – 2nd Reading)
 - 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
- Implementation of Summit K12 for Els
- Availability of a wide variety of technology application 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 has created the need for a seamless approach for new students to 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 a conducted a year-end review of discipline records, including student conflicts, all forms of violence, bullying, and DAEP placements. Although we had been experiencing an significant decline in incidents of negative behavior, the records from 2019-2020 showed an increase in discipline referrals. After further review, approximately 105 of the referrals were attributed to 3 students. La Porte Elementary continues to provide restorative practices, behavior interventions and positive behavior supports in an effort to decrease negative behaviors and increase positive behaviors.

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. During the school year involvement activities include: Meet the Teacher/School Supply Drop Off, Open House, Literacy Night, Donuts with Dudes, Supper with Santa, Math and Science Night, Donuts with Dolls, Veterans' Day program, Enrichment Showcase, Leopard of the Month Breakfasts and End of the Year Schoolwide Picnic. Although we have not been able to establish a Parent Teacher Organization (PTO), we are fortunate to have the support of community businesses, groups and individuals with donations of money, school supplies, and clothing, to name a few of the ways support is extended.

Perception Needs:

- Unable to sustain an active PTO

Perceptions Strengths

Perception Strengths:

- Large base of families that have multiple generations that have attended LPE
- Parent perception is positive
- School community is welcoming
- Staff are devoted to the success of the students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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 align the core curriculum and instruction to ensure growth and successful learning for all students.

Evaluation Data Sources: Checkpoints, KEA, TPRI, BAS, EDC, MAP, STAAR, TELPAS

Summative Evaluation: None

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, 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. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Digital resources to support curriculum - 211 Title I, Part A - \$33,251, Digital resources to support curriculum (Roll Over) - 211 Title I, Part A - \$357.62	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 EL, 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. Strategy's Expected Result/Impact: By providing varied and engaging instructional materials, all students, specifically those identified as EL, 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Materials to support ELs (Roll Over) - 263 Title III, LEP - \$915, Instructional Materials to support ELs - 263 Title III, LEP - \$2,304, Instructional Materials - 211 Title I, Part A - \$15,486.01	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Increase the performance of all students and student groups on all 2020 - 2021 STAAR assessments in grades 3-5 to 85% at Approaches Grade Level, 65% at Meets Grade Level, and 35% at Masters Grade Level.

Evaluation Data Sources: 2021 STAAR Data

Summative Evaluation: None

Strategy 1: Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessments, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS. Strategy's Expected Result/Impact: Through an in-depth analysis of student performance data, we will see an improvement in instruction which will result in an increase in student achievement and academic growth Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Resource Teacher Interventionists Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct bi-monthly Leopard Talk Time with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress. Strategy's Expected Result/Impact: Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth. Staff Responsible for Monitoring: Teachers Interventionists Counselor Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to ELs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school. 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 2020 - 2021 STAAR assessments. Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Interventionists Tutors Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Teacher Tutoring - 211 Title I, Part A - \$3,470, Interventionist - 211 Title I, Part A - \$31,184, Retired Teacher Tutoring - 211 Title I, Part A - \$26,240, Teacher Tutoring (Roll Over) - 211 Title I, Part A - \$2,594.80, Retired Teacher Tutoring (Roll Over) - 211 Title I, Part A - \$21,540.40	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase the performance of all students and student groups on BAS in grades K-2 so that 80% are performing at or above grade level according to district criteria.

Evaluation Data Sources: BAS Results (BOY and EOY)
Running Records

Summative Evaluation: None

Strategy 1: Conduct bi-monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 school day. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Retired Teacher Tutoring - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide instructional support for teachers specifically in the areas of implementing guided reading, addressing targeted reading strategies, and administering and utilizing the results from the Benchmark Assessment System (BAS) to drive instruction. Strategy's Expected Result/Impact: Through the use of quality, individualized instructional support in the areas of implementing guided reading, addressing targeted reading strategies, and administering and utilizing the results from the Benchmark Assessment System (BAS) students will make or exceed expected academic growth on the EOY BAS. Staff Responsible for Monitoring: Teachers Interventionists Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide instructional support on utilizing the Fountas and Pinnell Literacy Continuum, Fountas and Pinnell Guided Reading, and Fountas and Pinnell Phonics, Spelling and Word Study System to support the HMH adoption in an effort to provide aligned reading and writing instruction from Kindergarten to 2nd grade. Strategy's Expected Result/Impact: By aligning our reading and writing instruction in the primary grades, students will make or exceed expected academic growth on the EOY BAS. Staff Responsible for Monitoring: Teachers Interventionists Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Increase the performance of all students and student subgroups in grades 2nd - 5th on MAP Reading and Math (1st Grade MAP Math only) by 10%.

Evaluation Data Sources: 2020 - 2021 MAP Data

Summative Evaluation: None

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. 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 (1st Grade Math Only). Staff Responsible for Monitoring: Teachers Interventionists Counselor Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Summative Evaluation: None

Strategy 1: Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol) ,Navigate 360 and COVID Safety Protocols, including the initial training as well as periodic updates. Strategy's Expected Result/Impact: 100% of staff will be trained and all staff/students will remain safe while in the school environment. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year (ie: Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures. 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 Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide campus and classroom resources that promote social distancing and prevent the spread of germs in an effort to function within the guidelines set by the CDC as they relate to preventing the spread of COVID - 19. Strategy's Expected Result/Impact: By providing the appropriate resources, we will minimize the spread and exposure of COVID -19 among students and staff. Staff Responsible for Monitoring: Principal Assistant Principal Nurse Custodians Professional Staff Paraprofessional Staff Title I Schoolwide Elements: 2.6 Funding Sources: COVID Supplies - 211 Title I, Part A - \$10,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 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

Summative Evaluation: None

Strategy 1: Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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. 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 Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Schedule daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties. Strategy's Expected Result/Impact: By conducting systematic and purposeful check ins with students who are struggling with behavioral issues, we will build relationships and establish open and honest lines of communication with a desired effect of improving the students' social/emotional health. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  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

Summative Evaluation: None

Strategy 1: Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (ie: Verbal Affirmation, Personal Notes, Tokens of Appreciation, Monthly Celebrations). 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	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), thorough PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Obtain a family involvement rate of at least 30% through various volunteer and family engagement opportunities.

Evaluation Data Sources: Documentation of events

Documentation of attendance

Parent EOY Surveys

Summative Evaluation: None

Strategy 1: Host a variety of Family Nights/Events, such as: Meet the Teacher Title 1 Mtg./Open House Award Ceremonies Leopard of the Month Veteran's Day Program Music Programs Male Role Model Event Female Role Model Event Grandparent Event Field Day Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Enrichment Showcase College/Career Day Due to COVID-19 and CDC guidelines, we will use events will be held face to face and/or virtual as appropriate. 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 Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Family Involvement Supplies (Roll Over) - 211 Title I, Part A - \$80.58, Family Involvement Food - 211 Title I, Part A - \$600, Family Involvement Supplies - 211 Title I, Part A - \$306	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Provide at least 2 opportunities during the school year for school wide parent/teacher conferences. 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 Title I Schoolwide Elements: 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Lay the groundwork for increasing volunteer support by establishing an involved Parent Teacher Organization. Strategy's Expected Result/Impact: By laying the ground work to establish an involved PTO, we will be able to recruit volunteers who will help to promote a positive school environment. Staff Responsible for Monitoring: Counselor Principal Assistant Principal Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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

Summative Evaluation: None

Strategy 1: Consistent use of a variety of communication platforms to inform parents, such as: Monthly Schoolwide Newsletter School Remind - a minimum of 10 messages throughout the year School Messenger - a minimum of 10 messages throughout the year Campus Website Campus Marquee Mass Emails (Principal) Reminder Notes Class Newsletters Class Remind/DoJo Teacher Websites 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 Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide all newsletter and flyers that 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, ALL parents, including those that are English Learners, can stay up to date on all school information, thus increasing the involvement of our families of EL students in the education of their children. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



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 on a daily basis.

Evaluation Data Sources: Technology Device Inventory
Classroom Observations
Student Surveys

Summative Evaluation: None

Strategy 1: Purchase additional technology devices in an effort to move toward a 1:1 student to device ratio. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology Devices - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide technology applications and professional development in the use of the technology applications in order to provide teachers a way to track student progress and provide more student centered learning through the use of technology. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology Applications - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Refer to the 2020 - 2021 La Porte Elementary CIP

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2019 - 2020 La Porte Elementary Campus Performance Objective Committee (CPOC) members

2.2: Regular monitoring and revision

The Campus Performance Objective Committee (CPOC) will meet a minimum of 4 times a year to monitor the CIP. If needed, revision can be made in order to meet the changing needs of the campus.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website. It will also be available to all stakeholders in the La Porte Elementary office.

2.4: Opportunities for all children to meet State standards

- 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, 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.
- 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 EL, 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.
- Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessments, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct bi monthly Leopard Talk Time with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress. Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to ELs and EcoDis, through small group

intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.

- 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 school day.
- Provide instructional support for teachers specifically in the areas of implementing guided reading, addressing targeted reading strategies. and administering and utilizing the results from the Benchmark Assessment System (BAS) to drive instruction.
- Provide instructional support on utilizing the Fountas and Pinnell Literacy Continuum, Fountas and Pinnell Guided Reading, and Fountas and Pinnell Phonics, Spelling and Word Study System to support the HMH adoption in an effort to provide aligned reading and writing instruction from Kindergarten to 2nd grade.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- 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.
- Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.
- Schedule daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.
- Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), thorough PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment.
- Purchase additional technology devices in an effort to move toward a 1:1 student to device ratio.
- Provide technology applications and professional development in the use of the technology applications in order to provide teachers a way to track student progress and provide more student centered learning through the use of technology.

2.5: Increased learning time and well-rounded education

- 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, 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.
- 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 EL, 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.
- Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessments, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct bi monthly Leopard Talk Time with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to ELs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- 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 school day.
- Provide instructional support for teachers specifically in the areas of implementing guided reading, addressing targeted reading strategies. and administering and utilizing the results from the Benchmark Assessment System (BAS) to drive instruction.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- 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.
- Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol) ,Navigate 360 and COVID Safety Protocols, including the initial training as well as periodic updates.
- Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year (ie: Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures.
- Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.

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.

- Schedule daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.
- Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), thorough PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment.
- Purchase additional technology devices in an effort to move toward a 1:1 student to device ratio.
- Provide technology applications and professional development in the use of the technology applications in order to provide teachers a way to track student progress and provide more student centered learning through the use of technology.

2.6: Address needs of all students, particularly at-risk

- 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, 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.
- 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 EL, 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.
- Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessments, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct bi monthly Leopard Talk Time with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to ELs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- 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 school day.
- Provide instructional support for teachers specifically in the areas of implementing guided reading, addressing targeted reading strategies. and administering and utilizing the results from the Benchmark Assessment System (BAS) to drive instruction.
- Provide instructional support on utilizing the Fountas and Pinnell Literacy Continuum, Fountas and Pinnell Guided Reading, and Fountas and Pinnell Phonics, Spelling and Word Study System to support the HMH adoption in an effort to provide aligned reading and writing instruction from Kindergarten to 2nd grade.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- 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.
- Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol) ,Navigate 360 and COVID Safety Protocols, including the initial training as well as periodic updates.
- Provide campus and classroom resources that promote social distancing and prevent the spread of germs in an effort to function within the guidelines set by the CDC as they relate to preventing the spread of COVID - 19.
- Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.
- 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.
- Schedule daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.
- Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), thorough PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment.
- Provide at least 2 opportunities during the school year for school wide parent/teacher conferences.
- Purchase additional technology devices in an effort to move toward a 1:1 student to device ratio.
- Provide technology applications and professional development in the use of the technology applications in order to provide teachers a way to track student progress and provide more student centered learning through the use of technology.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Host a variety of Family Nights/Events, such as: Meet the Teacher Title 1 Mtg./Open House Award Ceremonies Leopard of the Month Veteran's Day Program Music Programs Male Role Model Event Female Role Model Event Grandparent Event Field Day Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Enrichment Showcase College/Career Day Due to COVID-19 and CDC guidelines, we will use events will be held face to face and/or virtual as appropriate.
- Provide at least 2 opportunities during the school year for school wide parent/teacher conferences.
- Lay the groundwork for increasing volunteer support by establishing an involved Parent Teacher Organization.
- Provide all newsletter and flyers that are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application.

3.2: Offer flexible number of parent involvement meetings

- Host a variety of Family Nights/Events, such as: Meet the Teacher Title 1 Mtg./Open House Award Ceremonies Leopard of the Month Veteran's Day Program Music Programs Male Role Model Event Female Role Model Event Grandparent Event Field Day Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Enrichment Showcase College/Career Day Due to COVID-19 and CDC guidelines, we will use events will be held face to face and/or virtual as appropriate.
- Provide at least 2 opportunities during the school year for school wide parent/teacher conferences.
- Consistent use of a variety of communication platforms to inform parents, such as: Monthly Schoolwide Newsletter School Remind - a minimum of 10 messages throughout the year School Messenger - a minimum of 10 messages throughout the year Campus Website Campus Marquee Mass Emails (Principal) Reminder Notes Class Newsletters Class Remind/DoJo Teacher Websites Parent Phone Contact Parent Surveys
- Provide all newsletter and flyers that are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application.

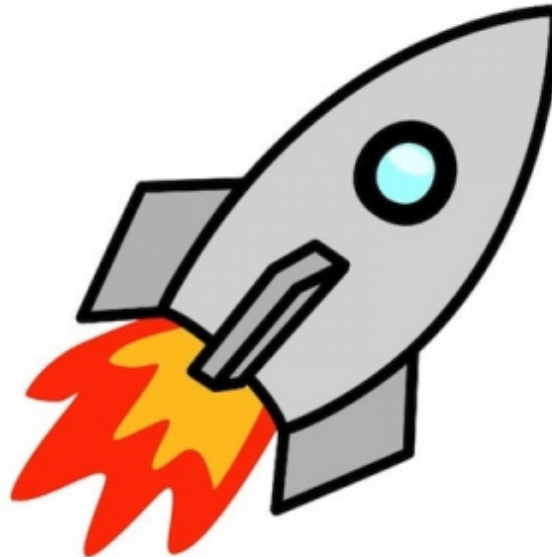
Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal St. Lucie	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital resources to support curriculum		\$33,251.00
1	1	1	Digital resources to support curriculum (Roll Over)		\$357.62
1	1	2	Instructional Materials		\$15,486.01
1	2	3	Teacher Tutoring		\$3,470.00
1	2	3	Interventionist		\$31,184.00
1	2	3	Retired Teacher Tutoring		\$26,240.00
1	2	3	Teacher Tutoring (Roll Over)		\$2,594.80
1	2	3	Retired Teacher Tutoring (Roll Over)		\$21,540.40
1	3	2	Retired Teacher Tutoring		\$0.00
2	1	3	COVID Supplies		\$10,000.00
4	1	1	Family Involvement Supplies (Roll Over)		\$80.58
4	1	1	Family Involvement Food		\$600.00
4	1	1	Family Involvement Supplies		\$306.00
5	1	1	Technology Devices		\$0.00
5	1	2	Technology Applications		\$0.00
Sub-Total					\$145,110.41
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials to support ELs (Roll Over)		\$915.00
1	1	2	Instructional Materials to support ELs		\$2,304.00
Sub-Total					\$3,219.00
Grand Total					\$148,329.41

La Porte Independent School District
Leo A. Rizzuto Elementary
Campus Improvement Plan
2020-2021



Mission Statement

The mission of Leo A. Rizzuto Elementary is to maintain a high standard of excellence by educating each child to his or her highest potential.

Vision

The vision of Leo A. Rizzuto Elementary is to ensure success for all students and to produce life-long learners and leaders of tomorrow.

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	7
School Processes & Programs	13
Perceptions	15
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Increase achievement and success for every student through rigorous, broad-based, virtual and face to face, academic programs and expanded opportunities.	18
Goal 2: Provide a safe, secure and disciplined learning environment.	23
Goal 3: Attract, develop and retain excellent staff.	28
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	29
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	33
Title I Schoolwide Elements	35
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	35
1.1: Comprehensive Needs Assessment	35
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
2.4: Opportunities for all children to meet State standards	35
2.5: Increased learning time and well-rounded education	36
2.6: Address needs of all students, particularly at-risk	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	37
3.1: Develop and distribute Parent and Family Engagement Policy	37
3.2: Offer flexible number of parent involvement meetings	37
Title I Personnel	38
Campus Funding Summary	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Leo A. Rizzuto Elementary is one of twelve campuses in La Porte Independent School District. The school opened its doors in 1984 and serves predominantly middle class and low-income families. Our current enrollment, as of September 30, 2020, is 426 students, of which 103 are enrolled in our dual language program, and 324 students are in the general education program. There was a significant decrease in enrollment in the general education program (35 students) and a decrease in our dual language program (13 students) from the previous year due to phasing out the program.

• Kinder	- 59		
• 1 st grade	- 64		
• 2 nd grade	- 56		
• 3 rd grade	- 50	Dual Language 3 rd grade	- 40
• 4 th grade	- 56	Dual Language 4 th grade	- 27
• 5 th grade	- 38	Dual Language 5 th grade	- 36

The dual language program services grades 3rd through 5th grade, and the general education program services EE through 5th grade students. Leo A. Rizzuto Elementary serves students with varying needs in programs, such as:

- Inclusion and/or Resource Support
- Speech/Occupational Therapy/Physical Therapy
- Two District Behavior Support Programs
- One Focus Special Education Program
- English Learners (EL) services through Dual Language or English as a Second Language (ESL)
- Gifted and Talented (GT)
- 504 Services

Based on our 2019 Accountability Summary and our 2019 Distinction Designation Summary, our English Learner (EL) student population decreased from (i.e. 17.3% in 2018 to 14.3% in 2019). Leo A. Rizzuto’s mobility rate increased slightly from 10.1% to 10.8% from the previous year. Our average daily attendance rate decreased slightly from 96.9% to 96.6% over the past year. Attendance continues to be an area of focus for the campus and district. Our attendance rate was in quartile 2 when compared to our 40 comparable schools this year. In addition, there was an increase in the number of Economically Disadvantaged students this year (i.e. 50.9% in 2018 to 52.8% in 2019).

Our eSchool demographic data from September 30, 2020, indicates the following: 41 (9.6%) special education students are serviced through speech, our Behavior Support Program (BSP), Focus Program, and/or resource. The total includes 11 students serviced through the Behavior Support Programs (2.6%) and 8 students who participate in our Focus Program (1.9%). There are 27 students identified as receiving 504 services (6.3%), as well as 27 Gifted and Talented (GT) students (6.3%). Our Dual Language program includes 103 students (24.2%), and 57 of our students are English Learners (13.4%).

Grade	SPED	BSP	Focus	504	GT	DL	EL
EE	3	n/a	n/a	n/a	n/a	n/a	n/a
KG	4	0	1	0	0	n/a	2
1	8	0	4	1	0	n/a	1
2	8	3	2	1	2	n/a	4
3	8	5	1	9	6	40	22
4	6	2	0	10	13	27	10
5	4	1	0	6	6	36	18
Total	41	11	8	27	27	103	57
	9.6%	2.6%	1.9%	6.3%	6.3%	24.2%	13.4%

Leo A. Rizzuto Elementary is identified as a Schoolwide Title I campus. Our program consists of parent involvement activities, which include two Annual Title I Parent Nights, Volunteer Brunch Celebration, Meet the Teacher, WATCH D.O.G.S. (*Dads Of Great Students*), mentoring, volunteering, GT Showcase, parent conference meetings, and Family Nights throughout the year. These events are held to give parents a better understanding of the curriculum, to increase parent involvement, and to showcase student achievement. A parent survey will be given out at the beginning of the year to gather input from parents as to their needs/interests. *Coffee with the Counselor sessions* will be scheduled monthly to assist parents in the most requested areas. However, due to health and safety concern as a result of the COVID-19 pandemic, many of these events may need to be modified to virtual meetings. Title I money is used to help fund tutoring assistance for our Tier 2 and Tier 3 students. This tutoring intervention is provided primarily by current campus teachers and retired teachers before, during, and after school for those students who are struggling in English Language Arts, Reading, Math and Science. Additional professional development, resources, and parental involvement needs are also funded through Title I, as well as a portion of our elementary interventionist's salary. The elementary interventionist provides academic intervention to our Tier 3 students in core content areas. We have two bilingual aides who assist with the language acquisition of our English Learners (EL) students. Our Title III funds allow us to provide our Tier 2 and Tier 3 students with tutoring that focuses on the needs and best practices for English Learners (ELs).

Demographics Strengths

Strengths that stand out on our campus:

- We have seen great student progress through the implementation of our BLAST (Building Lasting Academic Success Together) tutoring program. Our frequent monitoring of student growth/decline is a strength. Teachers collaborate with the interventionists and tutors on a daily basis. Grouping is fluid and based on current data and teacher data analysis.
- We provide weekly Tier 2 and Tier 3 intervention through our Rocket Time instruction, and Tier 3 instruction is provided to all struggling students by our interventionists, auxiliary staff, and hired tutors.
- We received four 2019 Distinction Designations:
 - Mathematics
 - Comparative Academic Growth
 - Postsecondary Readiness
 - Comparative Closing the Gaps
- Tied for #1 in our group of 40 comparable schools for Comparative Closing the Gaps (Closing the Gaps Scale Score: 100)
- Our teachers have done extensive training on navigating Microsoft TEAMS so that they can better serve our virtual learners.

Student Learning

Student Learning Summary

Due to all Texas schools' sudden transition to online learning in March of 2020 as a result of the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year. Therefore, are most current accountability data is from 2018-2019 as noted below.

On August 15, 2019, the Texas Education Agency announced the state accountability ratings. Leo A. Rizzuto Elementary received a state accountability rating of “A” for the 2018-2019 school year and four distinction designations in the areas of mathematics, comparative academic growth, postsecondary readiness, and comparative closing the gaps. Our campus received 94 out 100 possible accountability points.

STAAR Performance Data Tables were analyzed for the past three years to determine trends in the progress of all student testers. Writing scores have improved from the previous year by 6%. Math scores are consistently high, and Reading scores were maintained. Science scores dipped 5% from 2018 to 2019 but remained in the 90's. When further examining 2019 subgroups, African American and current special education students scored significantly lower on all tests at the Approaches level. Hispanic, White, former special education, and economically disadvantaged students all had percentages in the 90's.

STAAR Subject	2017	2018	2019
Math	97	98	97
Reading	92	92	93
Science	92	96	91
Writing	85	76	82

Below is a breakdown of Leo A. Rizzuto's 2019 STAAR performance by subject and grade level utilizing the STAAR Summary Reports received in June 2019. The state performance levels are Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. According the the *State of Texas Assessments of Academic Readiness (STAAR®)*, Masters means that "students are expected to succeed in the next grade or course with little or no academic intervention." Meets means "students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention." Approaches means students passed and "are likely to succeed in the next grade or course with targeted academic intervention." Our Masters performance in 3rd grade Reading, 4th grade Math, and 5th grade Math earned us a quartile 1 ranking in our comparison group of 40 schools for these categories. We were also in quartile 1 for Accelerated Student Progress in Math.

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 rd Math	9	91	52	25
4 th Math	5	95	70	40
5 th Math (1st admin.)	2	98	87	65
3 rd Reading	10	90	64	47
4 th Reading	12	88	49	27
5 th Reading (1st admin.)	5	89	59	34
5 th Science	10	92	63	31

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
4th Writing	23	77	37	9

Subgroup comparisons of all STAAR data indicated the following:

- African American students scored significantly lower on All Subjects, Reading, and Mathematics than the All Students group at the Approaches, Meets, and Masters levels.
- Hispanic students scored the same or slightly higher than the All Students group on all tests at Approaches except science which 5% lower on Approaches and Meets. They scored 4-5% lower on Meets and Masters in Mathematics but were 1-3% higher on Meets and Masters for Writing. Science Masters scores were 8% lower than the All Students group.
- White students scored the same or higher than the All Students group on all tests except Math Approaches which was 2 % lower. Writing was 7% lower at the Masters level.
- Current special education students performed lower in Reading, Writing, and Mathematics but not in Science at the Approaches level. Writing scores were 39% lower than the All Students group and no students earned Meets or Masters.
- EL students scored significantly lower in all subject areas at Meets and Masters except in Writing.
- 90% of Economically Disadvantaged students scored at the Approaches level on All subjects. They scored 1-5% lower than the All Students group at the Approaches level on all tests, 6-10% lower on Meets and Masters for all tests.

Below is a comparison of the number of students who scored Approaches on STAAR Reading in 2018 and 2019:

There was a 7 % decrease in the number of students who were at the Approaches level in 3rd and a 2% decrease in 5th grade reading. There was a 2% decrease in 5th grade reading.

STAAR Reading (Approaches)	2018	2019
3rd	97	90
4th	86	88
5th (2nd admin.)	98	96

Upon comparing the 3rd - 5th STAAR Reading data to the district and the state, Leo A. Rizzuto Elementary scored higher than the district and state in all but one area. Notable performance is seen in 3rd grade Reading Meets and Masters when compared to the district and state.

2019 STAAR Reading (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
3rd	90	64	47
4th	88	49	27
5th (1st admin.)	89	59	34

2019 STAAR Reading (District)	Approaches	Meets	Masters
3 rd	86	53	32
4 th	86	49	23
5 th (1st admin.)	87	54	32

2019 STAAR Reading (State)	Approaches	Meets	Masters
3 rd	76	44	28
4 th	74	43	22
5 th (1st admin.)	77	51	29

There was a 5% decrease in the number of 3rd grade students reaching Approaches in the area of mathematics and a 3% decrease in 4th grade. 5th grade demonstrated a solid performance both years.

STAAR MATH (Approaches)	2018	2019
3 rd	96	91
4 th	98	95
5 th (2nd admin.)	100	99

Upon comparing the 3rd - 5th STAAR Math data to the district and the state, Leo A. Rizzuto Elementary scored higher than the district and state in all areas. Notable performance is seen in 5th grade Math for Meets and Masters, as well as 4th grade Approaches, Meets, and Masters when compared to the district and state.

2019 STAAR Math (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
3 rd	91	52	25
4 th	95	70	40
5 th (1st. admin.)	98	87	65

2019 STAAR Math (District)	Approaches	Meets	Masters
3 rd	85	49	23
			326

2019 STAAR Math (District)	Approaches	Meets	Masters
4 th	83	54	28
5 th (1st admin.)	95	71	46

2019 STAAR Math (State)	Approaches	Meets	Masters
3 rd	78	48	24
4 th	74	46	28
5 th (1st admin.)	83	56	36

Based on a comparison of the STAAR Summary reports, little change was seen in the area of Grade 4 Writing at the Approaches level.

<i>STAAR Writing (Approaches)</i>	2018	2019
4 th	76	77

4th grade STAAR Writing data indicates that Leo A. Rizzuto Elementary scored slightly higher at the Approaches and Meets level than the district and the state. However, we are slightly below the state in Masters.

2019 STAAR Writing (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
4 th	77	37	9

2019 STAAR Writing (District)	Approaches	Meets	Masters
4 th	74	36	8

2019 STAAR Writing (State)	Approaches	Meets	Masters
4 th	65	33	10

Based on a comparison of the STAAR Summary reports for Science, there was a 6% decrease in students who scored Approaches.

STAAR Science (Approaches)	2018	2019
5th	96	90

In 5th grade STAAR Science our data revealed that Leo A. Rizzuto Elementary scored higher than the district and state in Approaches, Meets, and Masters.

2019 STAAR Science (Leo A. Rizzuto - All students)	Approaches	Meets	Masters
5th	90	63	31

2019 STAAR Science (District)	Approaches	Meets	Masters
5th	84	54	28

2019 STAAR Science (State)	Approaches	Meets	Masters
5th	74	48	23

2019 TELPAS results indicate concerns in yearly progress for 3rd and 4th grade EL students:

2019 TELPAS	Yearly Progress in TELPAS Composite Rating
K	N/A
1st	40
2nd	38
3rd	20
4th	29
5th	62

Our district utilizes the Benchmark Assessment System to determine instructional and independent reading levels of students. Below is the percentage of students at the Approaches level at the end of the 2018-2019 school year:

328

2019 End of Year BAS levels	% of students on level:
K (Level C or higher)	86
1 st (Level I or higher)	78
2 nd (Level L or higher)	65

A high percentage of kindergarten students are performing on grade level. However, there is a gradual decline from kindergarten to 2nd as comprehension gets more challenging.

Student Achievement Needs:

- Increase overall Writing scores
- Increase White students scores in Writing at the Masters level
- Current special education students performed lower in Reading, Writing, and Mathematics. Writing scores were 39% lower than the All Students group and no students earned Meets or Masters.
- Increase African American students scores in Reading and Math at all performance levels
- Increase Hispanic students scores in science at all performance levels
- EL students scored significantly lower in all subject areas at Meets and Masters except in Writing.
- Economically Disadvantaged students scored 6-10% lower on Meets and Masters for all tests.
- Increase the number of students reading on grade level at the end of the year to 80% or higher in grades 1 and 2

Student Learning Strengths

Student Achievement Strengths:

- Received a 2019 Accountability Rating of *Met Standard* and an "A" from the Texas Education Agency.
- Awarded four out of six Distinction Designations in the following areas:
 - Mathematics
 - Comparative Academic Growth
 - Postsecondary Readiness
 - Comparative Closing the Gaps (tied with 3 other campuses out of our group of 40 comparable schools with the top scaled score of 100)
- Hispanic students scored the same or slightly higher than the All Students group on all tests at Approaches except science and 1-3% higher on Meets and Masters for Writing than the All Students group.
- Notable performance was seen in 3rd grade Reading Meets and Masters when compared to the district and state.
- Notable performance is seen in 4th grade Math Approaches, Meets, and Masters when compared to the district and state, as well as in 5th grade Math for Meets and Masters.
- Rizzuto was ranked in quartile 1 of their comparison group for:
 - Grade 3 Reading Performance (Masters)
 - Accelerated Student Progress in Mathematics
 - Grade 4 Math Performance (Masters)
 - Grade 5 Math Performance (Masters)
 - Percentage of Meets or Above (All Subjects)
- 86% of kindergartners were on a BAS level C or higher at the end of the school year.

School Processes & Programs

School Processes & Programs Summary

Leo A. Rizzuto Elementary hired two new teachers, four paraprofessionals for the 2020 - 2021 school year. All staff members are highly qualified, and all returning teachers have met the GT 30 hour requirements. New teachers are in the process of working to obtain their 30 GT hours. All teachers have been trained on setting SMART goals and been provided the 6 hour T-TESS appraisal training. All staff members have completed all compliance trainings as required by the district. The district has added an additional program to our campus which provides behavior support services for students with comprehensive behavioral and/or emotional needs. Teachers new to the profession are assigned a mentor teacher on their grade level to assist with curriculum, classroom management, and procedures. Teachers new to the district will be assigned a grade level buddy to assist them.

In order to ensure we are meeting students' needs and to monitor progress we incorporate the following into our program:

- Professional Learning Communities (PLC's) to discuss teacher methodology, TTESS goals, Checkpoints, Benchmark Assessment System (BAS), and benchmark assessments for 3rd - 5th, Student Learning Objectives (SLOs), and to discuss possible Tier 2 and Tier 3 interventions, remediation, and/or acceleration
- Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) to address student academic, behavior, and social needs
- Guided Reading binders are utilized to monitor student progress in primary reading on a daily basis
- Data Walls for STAAR, benchmarks, and (BAS)
- Utilization of Student Success Team (SST), 504, LPACs, and/or ARD meetings to review student progress, interventions, and/or accommodations

Numerous professional development opportunities are provided to staff throughout the school year and are attended during the summer to broaden their knowledge of curriculum, instruction, and classroom management. The ideas learned at the trainings are implemented into classroom instruction, which is evident through dialog with the teachers, walkthroughs, PowerWalks, 45 minute appraisals, pre-/post- observation conferences, and through their lesson plans. The Leo A. Rizzuto Elementary faculty/staff is dedicated to meeting the individual needs of the students on our campus and are always willing to learn and grow professionally. Teachers and administrators constantly work as a collaborative team to plan lessons tied to skills/content not yet mastered and to accelerate learning during Rocket Time and/or BLAST. Teachers also tutor students during and/or after school on skills or content not mastered throughout the year. We have a bilingual tutor this year who can assist with our EL students who need intervention. We also have at least one ESL/bilingual certified teacher per grade level to assist with Tier 2 and Tier 3 instruction for ELs - 1 ESL teacher in kindergarten, 1 ESL in first grade, 1 ESL in second grade, 3 ESL and 1 Bilingual in third grade, 2 ESL and 1 Bilingual in 4th, and 1 ESL and 1 Bilingual in 5th grade.

School Processes & Programs Needs:

- Due to the COVID-19 pandemic and the continued use of virtual learning as a method of instruction, ongoing Microsoft TEAMS training and additional virtual professional development is needed to assist teachers, students, and parents.
- Continued training on COVID-19 health and safety protocols to ensure that students and staff members are safe.
- Intensive tutoring for face-to-face and virtual students to address academic regression from the spring of 2020.
- Provide mental health training as a result of the pandemic as well as due to other attributing factors.

School Processes & Programs Strengths

Leo A. Rizzuto Elementary's strengths in processes and programs. A few of these are:

- Having a bilingual assistant principal
- Low teacher turnover for several years

330

- Self-initiated teachers that are committed to analyzing data and the success of their student
- Small group instruction
- Strategic and fluid tutoring groups utilizing hired tutors and teachers
- Weekly Rocket Time Intervention with students
- Elective instructional leadership team collaboration
- Reading/Dyslexia Interventionist and Elementary Interventionist collaboration with administrators and teachers
- MTSS process that targets Tier 2 and Tier 3 intervention strategies
- Data Meetings and Data Tracking binders/sheets
- Bilingual Secretary

Technology strengths include:

- IXL (Math, ELA, and Science)
- Study Island
- Reading Eggs
- Envision software
- Stem Scopes
- AR/STAR
- 2 computer labs
- 5 classroom laptop carts
- HMH online ELA and Spanish resources
- Target the Question
- Raz Kids
- Target the Question ELA/Math
- Microsoft TEAMS
- Spelling City

Perceptions

Perceptions Summary

Leo A. Rizzuto Elementary offers a safe, respectful, and collegial environment for students and staff. Our staff has high expectations for student achievement and for themselves. Students and staff are frequently recognized for their accomplishments on a weekly and monthly basis. Student accomplishments are routinely celebrated through our Rocket of the Month recognition breakfast, *Bee Your Best* Cards, Award Ceremonies, Birthday Announcements during the morning announcements and/or by publishing their accomplishments in the newspaper or school board report. A teacher and staff member, nominated by their peers for their outstanding work ethic, are recognized each month on the morning announcements, in the Faculty Focus for the Week, on the marquee, and in the monthly parent newsletter. The teacher and staff member of the month also have designated parking spots for the month that acknowledge them for this accomplishment. The weekly Faculty Focus newsletter recognizes different faculty/staff for their outstanding achievement the previous week. The Climate Committee sponsors various potluck luncheons for the staff, the Ornament Exchange, pep rallies, BOO Buddies, and Secret Sweeties. Plus, teachers and staff are celebrated during Teacher Appreciation, as well as for specified days throughout the year (i.e. Administrative Professionals Day, Counselor's Week, School Nurse's Day, etc.).

Several during and after school clubs are offered to students that promote self-esteem, responsibility, community service, and/or foster a stimulating learning environment, such as the RISE Mentor program, Drama Club, Student Council, Robotics, STAR Jobs, Pen Pal program, and Rizzuto Choir. Leo A. Rizzuto also has a Hispanic Heritage Celebration each year and a Drama Club performance every spring. We also implemented an after school mentor program called R.I.S.E. (Reach, Inspire, Support, Empower) for students who need additional support for various reasons. Due to COVID-19 health and safety reasons, some of these events have been postponed until further notice.

Leo A. Rizzuto keeps in good communication with parents by displaying information on the school marquee, through phone callouts, website updates, and by sending home notices (i.e. flyers, letters, a monthly calendar, and monthly newsletter), and emails about special events. Messages are also sent via Microsoft Teams, Class Dojo, and/or Remind. All schoolwide written communication sent home or phone messaging call outs are in English and Spanish. In addition, Rizzuto offers several Family Nights (fall/spring) where parents are invited to attend in order to help their child at home. Effective and timely communication is given to parents regarding upcoming events and student progress. Parents also receive frequent written, verbal, or face-to-face communication to address specific concerns with discipline, tardies, attendance, grades, or to positively recognize students for their efforts.

The counselor carries out a variety of duties such as individual and small group counseling, hosting monthly *Coffee with the Counselor* sessions with parents, implementing Watch D.O.G.S. on campus, and implementing Restorative circles. She also serves as our campus GT designee, 504 coordinator, and our MTSS/RtI Chairperson. She implements weekly positive behavior incentives (*Bee your Best* cards), provides monthly character education lessons to students, and organizes our *Rocket of the Month* celebration.

Perceptions Needs:

- More Make-n-Take opportunities to help parents help their children at home.
- Continued training on addressing/identifying student mental health concerns
- A full-time counselor clerk so that the counselor has more time with students

Perceptions Strengths

Strong parental support and involvement are keys to a successful partnership between the school, parents, and community. Our parent volunteers dedicate much of their time helping teachers and students. We are very fortunate to have several community partners who mentor students through the RISE program or as Pen Pals. We have other community members that volunteer their time during Career Day. Plus, members of Fairmont Park church volunteer for schoolwide events, and the church donates \$15,000 a year

to fund a reading tutor for our campus.

Our Parent Teacher Organization (PTO) is active and dependable. They schedule two successful fundraisers per year and sponsor or assist with other activities to generate parental/community engagement, such as the "Welcome Back" wave pool party, a Fall Festival or Spring Fling Festival, Sweets with Santa, Field Day, Donuts with Divas, Donuts with Dudes, fall and spring book fairs, WATCH D.O.G.S, and Kinder Water Day. Our PTO board members work closely with the administrative team and the teachers to complement our academic efforts and needs through fundraising and community involvement activities. The school provides for a PTO room parent per class to help coordinate special schoolwide or classroom events. In addition, the PTO recruits parent volunteers that can work on projects for the teachers or other staff members, or they may assist as mentors/tutors for selected students. These projects and volunteer efforts benefit students and allow teachers more time to focus on instruction.

Our school offers several resources to help families in need (i.e. Backpack Buddy Club, Fairmont Park Church donations, Operation School Bell, Community Youth Services, etc.). The community around Rizzuto is very supportive of the school. Two of our Partners in Education assist our school with back to school supplies (i.e. Life Community Church and Shell Federal Credit Union) at the beginning of the school year. Lyondell-Bassell mentors our 4th and 5th grade students by establishing a pen pal program that is facilitated by our counselor and teachers. Our student council promotes community involvement by giving back to the community through food drives, visiting nursing homes and by writing "thank you" letters to people who serve our community. Other clubs/events such as Robotics, Art Club, Drama Club, Spanish Club, Career Day, Rizzuto Choir, the Hispanic Heritage Celebration require parental and community support. In addition, other evening events are scheduled to encourage parent attendance, such as Family Nights, Parent Orientation, the Title 1 meetings, Meet and Greet, grade level music performances, Rizzuto Choir performances, GT Showcase, Drama Club, etc. Attendance at these events has been consistently high.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee 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

Goals

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

Performance Objective 1: Implement high learning expectations and strategies for all face-to-face and virtual student groups by supporting, accelerating, and differentiating instruction so that student groups will meet or exceed growth on STAAR (3rd - 5th) assessments and on TELPAS (K-5th).

Evaluation Data Sources: STAAR data, Checkpoints, Benchmarks, MAP results, TELPAS data, LPACs

Summative Evaluation: None

Strategy 1: Meet to discuss vertical alignment needs in reading, writing, math , science, and language acquisition every 9 weeks. Strategy's Expected Result/Impact: Improve instruction for student achievement, academic progress, and linguistic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Analyze student performance every 6 weeks to determine students in need of Tier 2 and/or Tier 3 intervention in reading, writing, math and science, as well as Tier 1 acceleration for BLAST and/or Rocket Time. Strategy's Expected Result/Impact: Accelerate/remediate instruction to enhance student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school (e.g. using math warmups preparing for STAAR, BrainPop, IXL & RAZ Kidz) utilizing face to face and virtual tools. Strategy's Expected Result/Impact: Accelerate/remediate instruction to enhance student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers, Tutors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Tutoring (Hired Tutors) - 211 Title I, Part A - \$12,427.27, Elementary Interventionist - 211 Title I, Part A - \$38,110, Tutoring (Hired Tutors) - 263 Title III, LEP - \$4,544, Tutoring (Teachers) - 263 Title III, LEP - \$0, Tutoring (Teachers) - 211 Title I, Part A - \$8,170, Computer Programs - 211 Title I, Part A - \$7,100	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide professional opportunities for teachers and administrators to learn face to face and virtual strategies to assist students in reading, math, writing, science, and language acquisition (i.e. balanced literacy, expository writing, STEM, and/or ELPS). Strategy's Expected Result/Impact: Improve the quality of instruction and rigor to increase student achievement and academic growth. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Secretary, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Professional Development (Staff) - 211 Title I, Part A - \$2,000, Professional Development (Administrator) - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Increase STAAR writing scores by 10%.

Evaluation Data Sources: Writing portfolio collections every nine weeks, STAAR writing scores, sign in sheets for PD, TTESS

Summative Evaluation: None

Strategy 1: Increase writing fluency by requiring scored writing portfolio pieces on each student every 9 weeks (kindergarten - 5th grade). Strategy's Expected Result/Impact: Improve writing instruction in order to enhance student writing fluency and depth. Improve student utilization of conventions and editing/revising skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide writing professional development for teachers (K- 5th). Strategy's Expected Result/Impact: Improve writing instruction in order to enhance student writing fluency and depth. Improve student utilization of conventions and editing/revising skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Integrate writing across curriculum every week in all grade levels to increase writing fluency. Strategy's Expected Result/Impact: Increase achievement and academic growth in language arts/writing. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase student performance on MAP by 10% on Reading and Math.

Evaluation Data Sources: MAP scores (B, M, E)

Summative Evaluation: None

Strategy 1: Utilize MAP data after each administration to determine Tier 2 and Tier 3 instructional needs and Tier 1 acceleration. Strategy's Expected Result/Impact: Monitor and assess if student academic growth was made. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SSTs will be held for all Kinder - 1st grade students who score below district criteria to determine the need for a dyslexia screening. Strategy's Expected Result/Impact: Increase student reading comprehension. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: 90% of all Kindergarten - 2nd grade students will be on grade level in Reading by the end of the school year and 100% will make progress.

Evaluation Data Sources: Benchmark Assessment System (BAS), Texas Primary Reading Inventory (TPRI), Guided Reading binders, data , Texas KEA

Summative Evaluation: None

Strategy 1: All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS). Strategy's Expected Result/Impact: Increase reading comprehension and progress. Staff Responsible for Monitoring: Interventionists, Teachers, Tutors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd. Strategy's Expected Result/Impact: Increase reading comprehension. Staff Responsible for Monitoring: Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading. Strategy's Expected Result/Impact: Increased reading comprehension and progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers, Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall. Strategy's Expected Result/Impact: Increase reading comprehension and progress. Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Interventionist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: Create and maintain a safe, secure, and healthy campus environment that promotes student self-discipline, character, self-esteem, and school and community pride.

Evaluation Data Sources: guidance schedule, sign in sheets, reduction in discipline referrals, counselor log, compliance certificates, ERIP certificates, teacher lesson plans

Summative Evaluation: None

Strategy 1: Provide student anti-bullying lessons, peer mediation, and character education guidance lessons. Strategy's Expected Result/Impact: To decrease bullying, peer conflict, and to improve social skills. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meet with new students on campus to develop a positive, trusting relationship. Strategy's Expected Result/Impact: Boost student self-esteem and reduce possible anxiety. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide teacher training on utilizing restorative circles in the classroom. Strategy's Expected Result/Impact: To assess student well-being and to assess student social, emotional, and/or behavioral concerns. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Implement a weekly classroom restorative check in every Monday. Strategy's Expected Result/Impact: To assess student well-being and to assess student social, emotional, and/or behavioral concerns. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Implement Restorative Practices strategies as a disciplinary intervention. Strategy's Expected Result/Impact: Reduction in the number of discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Schedule daily and/or weekly check ins with students having emotional or social difficulties. Strategy's Expected Result/Impact: To assess student well-being and to address the social, emotional, and/or behavioral concerns of the student(s). Staff Responsible for Monitoring: Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Provide professional development on mental health to all faculty and staff. Strategy's Expected Result/Impact: Improve student self-esteem and achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Decrease discipline referrals by 10%, by promoting safety, having Restorative Circles, and providing Character Education to all students.

Evaluation Data Sources: Eschool discipline, Restorative Circle data

Summative Evaluation: None

Strategy 1: Complete all safety drills at least twice a year (e.g. Lockout, Lockdown, Shelter In Place, Fire Drill, Reverse Evacuation, Severe Weather). Strategy's Expected Result/Impact: These drills will be practiced in order to make staff and students aware of emergency protocols. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Meet with faculty and staff after each drill to debrief on effectiveness. Strategy's Expected Result/Impact: To better prepare and educate staff and students for emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development on the impact of trauma and behavioral/mental health. Strategy's Expected Result/Impact: To better prepare and educate staff on recognizing the signs of mental health and trauma. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Improve the safety and security of campus as evidenced by 100% correction rate of all discrepancies identified on safety security audit. Strategy's Expected Result/Impact: To create a safe and secure environment for learning. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Establish a threat assessment team and MERT team on campus to discuss safety concerns and procedures. Strategy's Expected Result/Impact: To create a safe and secure environment for learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Nurse, Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Provide materials (i.e., masks, posters, gloves, sanitizing materials) and safety protocols for staff and students to minimize COVID-19 risks.

Strategy 1: Keeping a safe environment for students and staff, following Covid-19 protocol. Strategy's Expected Result/Impact: To create a safe and secure environment. Staff Responsible for Monitoring: Principal, Assistant Principal Funding Sources: COVID Materials - 211 Title I, Part A - \$3,045	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 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.

Strategy 1: Provide ongoing staff development for teachers, provide staff development for virtual learning, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth. Strategy's Expected Result/Impact: To increase teacher effectiveness and retain quality teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide specific staff development for all teachers new to the profession and new to the district. Strategy's Expected Result/Impact: To increase teacher effectiveness and retain quality teachers. Staff Responsible for Monitoring: District Administrators, Human Resources Department, Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide teachers new to the district a buddy and teachers new to the profession a mentor. Strategy's Expected Result/Impact: To increase teacher effectiveness and retain quality teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Recognize teachers/staff for teamwork and outstanding achievements in the classroom /school (weekly in Faculty Focus and by having colleagues nominate a staff member and teacher of the month). Strategy's Expected Result/Impact: To increase teacher morale and retain quality teachers. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Offer engaging family nights or school events (face-to-face or virtual) to encourage parental involvement.

Evaluation Data Sources: Sign in sheets, parent surveys/comments, ROM breakfast for students and parents

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host Family Nights/Events for parents to be involved in student learning/recognition through face-to-face or virtual events: -Award ceremonies -Rocket of the Month Celebration - Hispanic Heritage Celebration -Drama Club Performance -Music programs -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase -STAAR Night (3rd-5th) -Annual Title 1 Meeting -Meet the Teacher Night -Parent conferences -Career Day -Donuts Divas/Dudes -Lunch w/Loved Ones - Coffee with the Counselor - Volunteer Brunch Strategy's Expected Result/Impact: To increase parent involvement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionists, Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parental Involvement (food/refreshments) - 211 Title I, Part A - \$420, Parental Involvement (parent resources, supplies, materials) - 211 Title I, Part A - \$550				

Strategy 2: Encourage parental involvement by coordinating events with our CPOC, Partners in Education, and our PTO to encourage participation in events such as, pen pal mentors, Coffee with Counselor, WATCH D.O.G.S., and parent volunteers for tutoring, assisting with book fairs, and school-wide activities through face-to-face and virtual events. Strategy's Expected Result/Impact: To increase parental involvement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, CPOC members, Counselor Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Encourage and inform parents about upcoming events

Evaluation Data Sources: Sign in sheets, call records, emails

Summative Evaluation: None

Strategy 1: Utilize technology, such as email, Remind, School Messenger call outs, marquee, and the school website to increase parent involvement. Strategy's Expected Result/Impact: An increase in parental and community involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 3: Encourage our partners in education, stakeholders, and parent volunteers to provide feedback in our school program strengths and needs.

Evaluation Data Sources: sign in sheets, fall and spring parent survey

Summative Evaluation: None

Strategy 1: Send out a fall and spring survey to gather information about workshop opportunities based on parental needs. Strategy's Expected Result/Impact: An increase in parental and community involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety) Strategy's Expected Result/Impact: An increase in parental and community involvement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Encourage feedback from parents and community stakeholders on our Campus Parent and Family Engagement Policy and Title 1 Parent Compact. Strategy's Expected Result/Impact: To improve the overall learning climate. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Monitor use of Title funds.

Evaluation Data Sources: Monthly monitoring of Title budget, bar code/label items purchased with title funds, efinance records of P. O's, supplemental pay forms, tutoring rosters

Summative Evaluation: None

Strategy 1: Host quarterly meetings with CPOC and monthly meetings with secretary to approve/monitor the title budget and its use. Strategy's Expected Result/Impact: To monitor that Title funds are utilized effectively. Staff Responsible for Monitoring: Principal, Assistant Principal, CPOC Members, Secretary Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Items purchased with title funds will be labeled. Strategy's Expected Result/Impact: To monitor that Title funds are utilized effectively. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Weekly tutorial rosters and time sheets will be turned in by tutorial teachers and hired tutors. Strategy's Expected Result/Impact: To monitor that Title funds are utilized effectively. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Hired tutors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Leo A. Rizzuto Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 Leo A. Rizzuto Elementary Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the Leo A. Rizzuto Elementary Office.

2.4: Opportunities for all children to meet State standards

- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Spelling City, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).
- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.
- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.

- Ongoing training will be offered on balanced literacy and reader's and writer's workshop.
- Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.

2.5: Increased learning time and well-rounded education

- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).
- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.
- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.
- Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.

2.6: Address needs of all students, particularly at-risk

- Utilize TEKS Resource System to ensure alignment of curriculum. Utilize textbook adoptions, IXL, BAS (K-2nd), MAP testing, Writing portfolios (K-5th), EDC (K-5th), benchmarks, and checkpoint data (2nd-5th) to target biggest holes.
- Meet to discuss vertical alignment needs in reading, writing, math and science every early release day and at least each 9 weeks.
- Meet to discuss Tier 2 and Tier 3 small group intervention needs in reading, writing, math and science every 6 weeks, as well as Tier 1 acceleration for BLAST and/or Rocket Time.
- Provide Tier 1, Tier 2, and Tier 3 intervention through tutoring/enrichment for students before, during, and after school.
- Provide professional opportunities for teachers to learn strategies to assist students in reading, math, writing, and science.
- Meet with ELA vertical team every nine weeks to discuss writing needs and to share writing portfolios and editing/revising needs.
- Provide writing professional development for teachers (K- 5th).
- Supplement the language arts program by using researched based intervention programs to enhance learning for at-risk students (e.g. Target the Question for Reading/ELA and IXL ELA for writing invention and/or review).
- MAP Assessments will be given at the beginning, middle and end of year in reading and math to determine student progress.
- Grade Level PLCs will be held to determine Tier 2 and Tier 3 instructional needs based on MAP results after each administration and to review learning continuum needs.
- SSTs will be held for all Kinder - 1st grade students who score a 16 or below on MAP reading to determine the need for a dyslexia screening.

- All Kinder - 2nd grade teachers, interventionists, and tutors will be trained to use the Benchmark Assessment System (BAS).
- BAS data will be collected at the beginning, middle, and end of the year to monitor reading progress in grades Kinder - 2nd.
- Ongoing training will be offered on balanced literacy and reader's and writer's workshop. Peer coaching will be utilized as a technique for professional development so that teachers may offer suggestions for instructional improvement in guided reading.
- Data will be monitored in guided reading binders by collecting running records and denoting current student instructional reading levels in their binders and on the primary reading data wall.
- Weekly tutorial rosters and time sheets will be turned in by tutorial teachers and hired tutors.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Host Family Nights/Events for parents to be involved in student learning/recognition: -Award ceremonies -Rocket of the Month breakfast - Hispanic Heritage Celebration - Drama Club Performance -Music programs -Go Run for Fun -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase - STAAR Night (3rd-5th) -Annual Title 1 Meeting -Parent Meet the Teacher Night -Parent conferences -Career Day -Summer Survival Night
- Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.
- Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)
- Encourage feedback from parents and community stakeholders on our Campus Parent Involvement Policy and Title 1 Compact.

3.2: Offer flexible number of parent involvement meetings

- Host Family Nights/Events for parents to be involved in student learning/recognition: -Award ceremonies -Rocket of the Month breakfast - Hispanic Heritage Celebration - Drama Club Performance -Music programs -Go Run for Fun -Family Game Night - Math/Science Night -Family Literacy Night -Dual Language Night -GT Showcase - STAAR Night (3rd-5th) -Annual Title 1 Meeting -Parent Meet the Teacher Night -Parent conferences -Career Day -Summer Survival Night - Coffee with the Counselor - Volunteer Brunch
- Encourage parental involvement by coordinating events with our CPOC, Partners in Education, and our PTO to encourage participation in events such as, pen pal mentors, WATCH D.O.G.S., and parent volunteers for tutoring, assisting with book fairs, and large school-wide events.
- Utilize technology, such as email, Remind, School Messenger call outs, and the school website to increase parent involvement. Send out a fall and spring survey to gather information about workshop opportunities based on parental needs.
- Invite parents and community members to participate on campus/district committees (e. g. CPOC, DEIC, SHAC, Safety)
- Encourage feedback from parents and community stakeholders on our Campus Parent Involvement Policy and Title 1 Compact.
- Host quarterly meetings with CPOC and monthly meetings with secretary to approve/monitor the title budget and its use.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Jobe	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring (Hired Tutors)		\$12,427.27
1	1	3	Elementary Interventionist		\$38,110.00
1	1	3	Tutoring (Teachers)		\$8,170.00
1	1	3	Computer Programs		\$7,100.00
1	1	4	Professional Development (Staff)		\$2,000.00
1	1	4	Professional Development (Administrator)		\$1,000.00
2	3	1	COVID Materials		\$3,045.00
4	1	1	Parental Involvement (food/refreshments)		\$420.00
4	1	1	Parental Involvement (parent resources, supplies, materials)		\$550.00
Sub-Total					\$72,822.27
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring (Hired Tutors)		\$4,544.00
1	1	3	Tutoring (Teachers)		\$0.00
Sub-Total					\$4,544.00
Grand Total					\$77,366.27

La Porte Independent School District

Lomax Elementary

Campus Improvement Plan

2020-2021



Mission Statement

The mission of Lomax Elementary is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

Vision

Excellence in character and academics is the Expectation!

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	11
Perceptions	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	16
Goal 2: Provide a safe, secure and disciplined learning environment.	19
Goal 3: Attract, develop and retain excellent staff.	21
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	22
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	23
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	25
2.3: Available to parents and community in an understandable format and language	25
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	26
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
3.1: Develop and distribute Parent and Family Engagement Policy	26
3.2: Offer flexible number of parent involvement meetings	27
Title I Personnel	28
Campus Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lomax Elementary is one of seven elementary campuses in the La Porte Independent School District. Although Lomax Elementary opened its doors in 1978, the current building is a new building built in 2016 and currently serves 459 students in grades Kindergarten to 5th. We have one FOCUS class (Focusing on Communicating and Understanding Skills), two SAIL (Social Academic and Interpersonal Learning) classes, four Kindergarten classes, four 1st grade classes, four 2nd grade classes, four 3rd grade classes, three 4th grade classes, and four 5th grade classes. Our primary classes, K-2nd, are self-contained and our upper elementary classes, 3rd – 5th, are departmentalized. Lomax Elementary is located on North L Avenue in a safe rural-like area of La Porte where acreage and livestock are visible. There is a nearby community college that supports our STEM parents nights and we anticipate their support in our fine arts/music department as well.

Although Attendance rates are trailing indicators and dropped in the year 2014-2015 to 95.9%, the current attendance has increased steadily to 96.2%. Enrollment was higher in 2014 with 541 students, and currently is 479 students (2019). Our student groups include: 4% African American, 40% Hispanic, 52% White, 3% Two or More Races, less than 1% American Indian, Asian and Pacific Islander, 44% Economically Disadvantaged, 3% ELL and 9.9% Special Education, 35% at-risk, 5.8% GT (Gifted and Talented) while mobility rate is 11.8%.

Lomax Elementary has a dedicated and highly-qualified team of about 45 members that include teachers, paraprofessionals, interventionist (2), counselor (1) and administration staff (2). As of August 1, 2020, the campus is fully staffed with no vacancies.

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

Student Demographics Needs

- Mobility is at a high of 11.8% (increase from previous year)
- Attendance (2018-2019) was 96.6 (Goal is 97%)

Demographics Strengths

- New building that is conducive to a safe, respectful and innovative learning environment
- Low teacher turnover rate
- Highly-qualified staff, administrators and paraprofessionals
- Community support from local college and industrial partnerships

Student Learning

Student Learning Summary

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

Lomax Elementary met TEA standards for the 2018-2019 school year. The campus received a “B” in the Texas Education Agency’s 2019 accountability ratings and received one out of six possible distinctions in the areas of: Science. The overall rating, which was scored 89 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics.

The comparison of STAAR scores at the ALL students level show that the 2018 and 2019 scores do not show much variance. The largest change is in MATH and WRITING with a 4% point loss.

Subject	2017	2018	2019
Math	91%	94%	90%
Reading	89%	94%	92%
Science	99%	96%	93%
Writing	78%	83%	79%

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students mastered grade level expectation.

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Math	85%	48%	29%
4 th Math	85%	56%	29%
5 th Math	95%	77%	35%
3 rd Reading	87%	54%	34%
4 th Reading	87%	52%	29%
5 th Reading	100%	70%	41%
5 th Science	93%	75%	38%
4 th Writing	79%	38%	9%

READING

Looking deeper, STAAR 2019 Reading Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Reading	2018	2019
3rd	90	87
4th	91	87
5th	99	100

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Reading	87%	54%	34%
4 th Reading	87%	52%	29%
5 th Reading	100%	70%	42%

2019 Benchmark Assessment System (BAS) Approaches Meets Exceeds

Kinder	69	49	13
First	75	57	13
Second	79	59	16

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

- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard, but do show variance in Meets standards.
- All subgroups met target or above on Academic Achievement Status.
- Reading for primary is a year of transition from DRA to BAS, scores reflect decrease.
- There is a significant variance in APPROACHES, MEETS and MASTERS scores in 3rd and 4th grade compared to 5th.

MATH

Looking deeper, STAAR 2019 Math Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Math	2018	2019
3rd	89%	85%
4th	89%	85%
5th	100%	99%

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Math	85%	48%	29%
4 th Math	85%	56%	29%
5 th Math	99%	77%	35%

Math Every Day Counts (MEDC) 2019 MEETS ADVANCED

Kinder	90%	41%
First	84%	22%

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

- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard.
- Economically Disadvantaged (ECD) subgroup shows variance in Meets standards compared to All group.
- All subgroups met target or above on Academic Achievement Status.
- All subgroups, with the exception of White are above the targets in Growth Status (Closing the Gaps Domain).
- There is a significant variance in APPROACHES and MEETS and MASTERS scores in 3rd and 4th grade compared to 5th.
- Primary data in 1st grade is not reaching 90% Meets and 40% Advanced levels.

Writing

Looking deeper, STAAR 2019 Writing Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Writing	2018	2019
4 th	83%	79%

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level	Grade	Grade Level
	Performance	Level	Performance
		Performance	
4th Writing	79%	39%	11%

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

- Hispanic and Economically Disadvantaged (ECD) subgroups scores do not show a significant variance from the All student group in the Approaches standard.
- Economically Disadvantaged (ECD) subgroup score show a significant variance from the All student group in the Meets standard.
- Writing scores have been inconsistent, but there was a significant decrease in MET standards in 2019

Science

Looking deeper, STAAR 2019 Science Approaches Standard scores and 2019 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

Science	2018	2019
5th	96%	93%

2019 STAAR	APPROACHES	MEETS	MASTERS
ALL STUDENTS	Grade Level	Grade	Grade Level
	Performance	Level	Performance
		Performance	
5th Science	93%	76%	37%

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

- Economically Disadvantaged (ECD) subgroup score show a significant variance from the All student group in the Approaches, Meets and Masters standard.
- Science scores increased significantly since 2017.

Student Academic Achievement Needs

- Increase instructional rigor and relevance in Tier 1 instruction
- 3rd and 4th Grade Reading and Math scores decreased
- 3rd and 4th Grade Meets and Masters standard in Reading and Math is significantly lower than 5th Grade (not growing by 10% nor reaching levels of 70% MEETS and 40% MASTERS).
- Growth Status for White in the area of Math did not meet target
- Growth Status for Non-Continuously Enrolled in the area of Reading did not meet target

- Writing decreased significantly in the Meets Standard
- Primary (k-3) grade literacy skills and reading levels have not increased by 10% or reached grade level goal levels based on BAS data.

Student Learning Strengths

- Distinctions awarded: Science
- High scores for 5th SCIENCE in APPROACHES, MEETS and MASTERS
- High scores for 5th grade READING for APPROACHES, MEETS and MASTERS
- High scores for 5th grade MATH for APPROACHES and MEETS
- Steady 90%+ Reading (3-5) for APPROACHES
- Texas Honor Roll School (2017-2018 and 2018-2019)

School Processes & Programs

School Processes & Programs Summary

The Lomax Leadership Team and CPOC completed a campus needs assessment in May 2019 and July 2019 and found needs in the following areas: consistent expectations and instruction in primary reading and utilizing the data from campus checkpoints. The campus is in year two of the implementation of the Benchmark Assessment System (BAS) for reading in the primary grades, and this year extended to grades 3rd-5th. The BAS system will guide in aligning Reading instruction on the campus and strengthening deeper comprehension skills that vertically impact upper STAAR grades. The initial implementation allowed the campus to become familiar with the system and to assess other areas of literacy. The campus will utilize the BAS to increase the rigor of the comprehension and thinking and help drive instructional/guided groups. The campus primary grades has also utilized the Fountas and Pinnell Continuum to guide Reading instruction in addition to planning Word Study, Phonics and Spelling. The District introduced 3 week assessments (checkpoints) in the 2017-18 school year for grades 2-5th. In the initial implementation, the campus used this data for individual teacher review and self-reflection to help drive instruction and target difficult objectives. In the 2019-2020 school year, the campus will continue to review and discuss the checkpoint data during Professional Learning Community (PLC) meetings to address the areas of instruction that require strategic plans for growth/mastery, in addition to developing multi tiered interventions to meet the needs of all learners. SMART goals and data boards are set up in grade level planning rooms to include attendance, Measures of Academic Progress (MAP), BAS and STAAR data. BAS, MAP and STAAR data is used as criteria that helps determine which students need Multi Tiered Systems of Support (MTSS). Through our MTSS meetings, interventions will be addressed and monitored.

New ELA TEKS were implemented this year, as well as the Reading Academy. Although PLTs (Professional Learning Teams) are not a new concept for our teachers, the next level of collaboration for Lomax is the implementation of PLC (Professional Learning Community) to increase learning for all at higher levels of achievement.

T-TESS goals support the increase of Fundamental Five strategies and Powerwalks are utilized to measure them. As a campus, our goal is to obtain “great” targets on at least four of five fundamentals. The Student Learning Objectives (SLO) are created by grade level needs and developed to support number sense, deeper comprehension skills and problem solving.

School Processes and Program Needs

- There is an increasing number of tier 2 and tier 3 students that require intervention and tutoring as evidenced through MTSS meetings.
- Primary (k-3) grade literacy skills and reading levels have not increased by 10% or reached grade level goal levels based on BAS data.

School Processes & Programs Strengths

- Vertical content collaborations
- Small group instruction
- Library books are updated and robust
- Interventionist with ELA Coaching and BAS experience
- MTSS process established
- Tier 2 and Tier 3 Reading intervention support
- Instructional Leadership Team collaboration
- New Character Education Expectations and Program (to include Restorative Justice)
- Special Programs (SAIL) frequent meetings throughout the year with district personnel to support program vision and student needs
- Innovation Stations
- Literacy Library organization and system

- Parent events opportunities with focus on academics and social development

Technology strengths include:

- Mimio's
- Envision software
- Stem Scopes
- AR/STAR
- Study Island
- 2 computer labs
- 3D Printer
- Clever (SS Weekly)

Perceptions

Perceptions Summary

At Lomax Elementary “Excellence in Character and Academic Success is the Expectation.” We believe in creating a safe and orderly climate of high expectations where all students can learn and where we have a team with skills and talents capable to making success and achievement happen for our students. At our campus, the discipline plan is aligned K-5 and consistently followed. We take pride in making our character count by reinforcing our Character Code of Conduct at the faculty and student level. We teach students that respect, trustworthiness, responsibility, care, fairness, and being a good citizen are the traits that will get them far in school and in life. All classrooms create social contracts at the beginning of the year with student input that reinforces an environment of mutual respect and understanding of expectations. The campus receives new students every year who move in as well as farewell several great students who move away. Parents are complimentary to the way we handle new student transitions and how quickly we get to know our students and find ways to accommodate their needs and strengths. Lomax families are supportive of our high expectations and home-school relationships are valued.

We support a student-centered environment. Homework Hub is a place where students can go in the mornings. Our student council takes pride in helping with school wide activities that include supporting out Veteran’s Day Program, Fall Festival, Supper with Santa, and fundraising for organizations in needs such as the Texas Children’s Hospital.

We know that communication with our parents is critical and we use different avenues to communicate with then such as Monthly Newsletters, E-Messenger, Remind, and our Home-School Communicator (the Purple Folder for K-5).

Perceptions Needs

- Increase student-voice opportunities to develop student-centered activities on campus.
- Set student goals (allowing for ownership of academic goals and character goals)
- Peer mentoring/community involvement

Perceptions Strengths

- Communication
- Great teachers with experience
- PTO

Due to all Texas schools’ sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

Lomax Elementary is not only a beautiful, safe and secure building, but with that comes great pride and responsibility to ensuring our students receive the education they deserve. Several of our parents are former Lomax students and they pride themselves in their children attending as well. There is a low turnover rate of teachers that creates an atmosphere of familiarity and trust within our community and families. Our PTO is also a team that believes in supporting our students and values our dedicated staff. Not only do they support our Library Book Fairs and Winter Wonderland, but they are often involved with celebrations on campus to include: Accelerated Reading, Lions of the Month and Citizenship Celebrations. We have well attended parent events to include: Meet and Greet, Title I Open House, Literacy Family Events, Grandparents Night, STEM, GT Enrichment Showcase Event, and Lions Fest which is greatly supported and sponsored by our partners in education.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- 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
- Community surveys and/or other feedback

Goals

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

Performance Objective 1: Increase reading and math STAAR scores (3rd-5th) for ALL student groups to above 90% Approaches, 70% Meets and 40% Masters performance for the Spring 2020.

Targeted or ESF High Priority

Evaluation Data Sources: 2019-2020 STAAR scores

Summative Evaluation: Met Objective

Strategy 1: Analyze assessment (checkpoints) as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning. Strategy's Expected Result/Impact: The checkpoints will reflect growth on highly tested TEKS. STAAR assessment will reflect growth of same learning objective. *Look at vertical scaffolding Lead4ward document for STAAR data. Staff Responsible for Monitoring: 2nd-5th grade chair teachers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: PLTs (will convert to PLCs) will be conducted with a focus to monitor student growth and progress on achievement. Strategy's Expected Result/Impact: Monthly PLC meetings and minutes will reflect the monitoring of student progress. *Use TEAMS to keep record of these meetings. Staff Responsible for Monitoring: Principal and lead teachers Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Multi Tiered Systems of Support (MTSS) will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule. Certified tutors will be used to support interventions. Strategy's Expected Result/Impact: All students who needed intervention will have received it and demonstrate growth on end of year assessments to include: MAP, STAAR, BAS *Schedules *MTSS print out and tutoring sheets *Data Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Certified tutors for small group interventions - 211 Title I, Part A - \$25,488, Before school tutoring by certified teachers - 211 Title I, Part A - \$2,761.75, Tutoring Transportation - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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 MAP Student Achievement Status and Growth in reading and math by 10% compared to last year in every grade level as measured by MAP (comparing BOY to EOY) in grades K-2.

Targeted or ESF High Priority

Evaluation Data Sources: Achievement Status and Growth Projection Report

Summative Evaluation: None

Strategy 1: Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing campus professional development, planning and vertical alignment opportunities. Strategy's Expected Result/Impact: Increased reading scores at primary levels. Staff Responsible for Monitoring: Interventionist Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: Professional Development to support campus needs - 211 Title I, Part A - \$3,000, Interventionist - 211 Title I, Part A - \$32,026.25, Literacy Resources - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, ENVISION) and vertical alignment. Strategy's Expected Result/Impact: MAP results should reflect an increase of students who have moved from below average to average on the category of numerical representations and relationships. *MOY MAP *EOY MAP Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Increase the Fundamental Five practices to target level "great" on 4 out of all 5 components (must include critical writing) as measured by the final campus summary report in May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: PowerWalks reports

Summative Evaluation: None

Strategy 1: Conduct and provide continuous feedback utilizing PowerWalks and resources. Strategy's Expected Result/Impact: End of year Fundamental Five should demonstrate four out of five good to great targets. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: T-TESS goals will include Fundamental Five goals that will be measured and monitored throughout the year and summative conference. Strategy's Expected Result/Impact: 90-100% of teachers will correlate Fundamental Five as part of T-TESS goal. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Ensure that the campus is a safe and secure learning environment.

Evaluation Data Sources: Campus crisis plan and discipline reports (calendar with safety drills for the Fall and the Spring; documentation of completed SafeSchools, Kognito and SRP from all staff members).

Summative Evaluation: None

Strategy 1: Train staff on the Campus Crisis Management Procedures and SRP (Safety Response Protocol) in order to facilitate an environmentally safe and violence free school that is conducive to student success. Strategy's Expected Result/Impact: 100% of staff will be SRP trained. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teach and model to students respectful communication to resolve conflict and minimize discipline within the classroom and the campus utilizing restorative practice methods and classroom guidance sessions on bullying and Character Education. Utilize counselor clerk for counselor's clerical duties. Strategy's Expected Result/Impact: Decrease the number of bullying incidents. *EOY student survey Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct a minimum of two coordinated exercises per year, including but not limited to Lock Down, Lock Out, Severe Weather, Hold, and/or Shelter-in-Place. Strategy's Expected Result/Impact: Staff and students will be better prepared for emergency situations. *calendar dates for these exercises and parent communication letters Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide campus professional development on the impact of trauma for students and emotional poverty. Strategy's Expected Result/Impact: Prepare staff to effectively handle student behaviors. *training logs/sign-in sheets: Emotional Poverty, Emotional Backpack Staff Responsible for Monitoring: Administrators, Counselor Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Teach and model to students respectful communication to resolve conflict and minimize discipline within the classroom and the campus utilizing restorative practice methods.

Evaluation Data Sources: Discipline records/PEIMS; end of year student survey

Summative Evaluation: None

Strategy 1: Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5. Strategy's Expected Result/Impact: End of year discipline records will reflect less frequency of referrals for disrespectful behaviors on students serviced through restorative practices. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Build capacity of teacher leaders to provide professional learning for educators on campus based on needs.

Evaluation Data Sources: Logs of professional development sessions delivered by teachers

Summative Evaluation: None

Strategy 1: The campus will provide at a minimum, three colleague lead staff developments based on campus needs. Strategy's Expected Result/Impact: Build capacity of teacher leaders *look at sign in-sheets and presenters Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development that will be purposeful in supporting teachers in meeting their T-TESS goals, refinement areas and campus goals. Strategy's Expected Result/Impact: increase of teachers meeting T-TESS goals; *Professional development agendas, notes, certificates, and/or T-TESS Summatives Staff Responsible for Monitoring: Administrators and Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Increase parent and community participation and engagement

Evaluation Data Sources: Parent logs and sign-in sheets

Summative Evaluation: None

Strategy 1: Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance. Strategy's Expected Result/Impact: Review parent conferences logs for 85% participation for all opportunities presented to parents on individual conferences. Staff Responsible for Monitoring: Administrators, Teachers Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase face to face parent participation in the MTSS process by communicating expectations to attend and be present. Strategy's Expected Result/Impact: MTSS paperwork will reflect parents in attendance and reflect ongoing communication. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create purposeful, easy to use, hands on activities at parent events in which parents can experience and learn how to help their children at home. Provide parent information and flyers on ways to help at home. Strategy's Expected Result/Impact: Survey parents on the helpfulness of the activities offered and allow them to provide feedback. *Flyers of parent engagement opportunities Staff Responsible for Monitoring: Administrators, Interventionists Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 Funding Sources: Supplies for parent nights - 211 Title I, Part A - \$130, snacks for parent nights - 211 Title I, Part A - \$670	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Increase the opportunities for students to utilize technology across grade levels and content.

Evaluation Data Sources: Walkthroughs demonstrating students using technology and inventory of technology in each classroom

Summative Evaluation: None

Strategy 1: Purchase technology hardware such as headsets and iPads to support listening skills (for classrooms and student use). Strategy's Expected Result/Impact: Provide various and efficient ways to access curriculum. More teachers will start to request iPads to support their instruction in class. *Look at inventory building up Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 Funding Sources: iPads, headsets - 263 Title III, LEP - \$1,408	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize technology department to provide at least 3 presentations of instructional technology tools to use in classrooms. Strategy's Expected Result/Impact: Teachers will become more diverse in the use of technology in their classrooms. *Sign-in sheets of technology PD offered Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Lomax Elementary Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 2019-2020 Campus Improvement Plan Committee.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the Lomax Elementary Office.

2.4: Opportunities for all children to meet State standards

- Utilize Envision Math Adoption (k-5) textbook and software, HMH Reading Adoption (K-5), EDC K-1, STAAR Masters and RTI Mastery to address grade specific reading, mathematics and writing concepts and state/supporting standards.
- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- MTSS will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity.
- All students at risk will participate in accelerated instruction and/or interventions provided by interventionist, teachers and/or tutors.
- Grade levels will identify intervention time on daily schedule.
- Teachers and special education staff will collaboratively identify and provide targeted tutoring for special education students.
- Increase writing scores by strengthening vertical alignment and using targeted interventions.
- Analyze student performance on campus every three weeks to monitor instruction.
- Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, SAVVAS) and vertical alignment.
- Provide staff continuous feedback on their powerwalks as it relates to Fundamental Five prior to their summative conference.
- Utilize and support IPADS and make them 100% functional in the classrooms for all students
- Provide professional development on Word Study, Phonics and Spelling (K-3) and guided reading practices
- Provide various technology resources to students and teachers
- Provide tutoring

2.5: Increased learning time and well-rounded education

- Analyze reading checkpoints as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning.
- MTSS will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule. Certified tutors will be used to support interventions.
- Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing professional development, planning and vertical alignment opportunities.
- Maximize the use of TEKS resource to increase number sense and academic vocabulary in primary levels utilizing existing resources (MEDC, SAVVAS) and vertical alignment.
- Conduct and provide continuous feedback utilizing PowerWalks and resources.
- Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.

2.6: Address needs of all students, particularly at-risk

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

- Analyze reading checkpoints as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning.
- PLCs will be conducted with a focus to monitor student growth and progress on student sub-populations (specifically ECD and HISP).
- SST systems will focus on effective interventions targeting academics and behavior with ongoing progress monitoring and fidelity. Grade levels will identify intervention time on daily schedule.
- Support primary readers workshop and effective reading strategies that increase literacy by providing ongoing planning and vertical alignment opportunities.
- Schedule time for frequent restorative practices groups and counseling character sessions on the master counselor calendar for K-5.
- BAS and early literacy training will be provided on campus by the literacy interventionist after school and during PD calendar days.
- Create purposeful, easy to use, hands on activities at virtual parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS/RTI (SST) process by communicating expectations to attend and be present.
- Utilize and support IPADS and make them 100% functional in the classrooms for all students to include ELLs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared*

State of Disaster for the 2019 – 2020 school year.

- Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance.
- Create purposeful, easy to use, hands on activities at virtual parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS process by communicating expectations to attend and be present.

3.2: Offer flexible number of parent involvement meetings

Due to all Texas schools' sudden transition to online learning in March of 2020 due to the COVID-19 Pandemic, all Texas districts and campuses are labeled *Not Rated: Declared State of Disaster* for the 2019 – 2020 school year.

- Conduct and complete 85% of parent conference by the spring semester that focus on student academic goals and attendance.
- Create purposeful, easy to use, hands on activities at virtual parent nights in which parents can experience and learn how to help their children at home.
- Increase face to face parent participation in the MTSS/RTI (SST) process by communicating expectations to attend and be present.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Haug	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Certified tutors for small group interventions		\$25,488.00
1	1	3	Before school tutoring by certified teachers		\$2,761.75
1	1	3	Tutoring Transportation		\$1,000.00
1	2	1	Professional Development to support campus needs		\$3,000.00
1	2	1	Interventionist		\$32,026.25
1	2	1	Literacy Resources		\$0.00
4	1	3	Supplies for parent nights		\$130.00
4	1	3	snacks for parent nights		\$670.00
Sub-Total					\$65,076.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	iPads, headsets		\$1,408.00
Sub-Total					\$1,408.00
Grand Total					\$66,484.00

La Porte Independent School District
James H. Baker 6th Grade Campus
Campus Improvement Plan
2020-2021



Mission Statement

We will provide a smooth transition from elementary to secondary in a nurturing environment to develop strengths and skills necessary for students to excel academically, socially and in community citizenship.

Vision

James H. Baker Sixth Grade Campus will work together with all students, parents, staff, and community members to provide each student the academic and social tools necessary to meet the challenges of secondary education with success. Our students will have the college readiness skills needed to move forward to a successful future.

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 challenges 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	8
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	11
Goal 2: Provide a safe, secure and disciplined learning environment	15
Goal 3: Attract, develop and retain excellent staff.	16
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	17
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	19
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	21
1.1: Comprehensive Needs Assessment	21
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	21
2.1: Campus Improvement Plan developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
2.3: Available to parents and community in an understandable format and language	21
2.4: Opportunities for all children to meet State standards	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	22
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	22
3.1: Develop and distribute Parent and Family Engagement Policy	22
3.2: Offer flexible number of parent involvement meetings	22
Title I Personnel	23
Campus Funding Summary	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

James H. Baker Sixth Grade Campus serves all sixth graders in LPISD. Currently 554 students (10/2/20) are enrolled. The campus is organized by department with common planning periods for each department.

The student population is 54% Hispanic, 35% Anglo, 8% African-American, 1% Asian, .36% American Indian, 0% Pacific Islander, and 2% that are two or more races. There are 305 male students and 249 female students. The reported student population that meets low socioeconomic status is approximately 47%. One hundred percent of the teachers and paraprofessionals at Baker are highly qualified.

The overall mobility rate for the campus is approximately 9%. The average daily attendance rate for students is 94%. Baker staff have implemented several incentives to increase attendance. We have weekly perfect attendance drawings and also include students who are struggling to get to school in our after school attendance recovery program. Baker serves 63 English Language students, 54 students in the Gifted and Talented program, 36 students identified for 504 services, 31 students receiving dyslexic services, 66 students served by special education, and 244 students identified as at-risk.

Our school wide Title I program consists of parent and family engagement activities, volunteer opportunities throughout the year and on-going targeted professional development for staff. Our campus utilizes an advisory period (Bear Time) and instructional interventionists to provide targeted instruction in both language arts and math. Additionally, student specific dyslexic, gifted & talented, ELL and at-risk instruction is provided during Bear Time. All EL students receive support from ESL certified instructors and paraprofessional staff. Our Title III program supports professional development to assist our EL staff.

Student Learning

Student Learning Summary

Due to COVID-19 concerns a STAAR test was not given during the 2019-2020 school year. Upon return to school in the 2020-2021 school year students have participated in several forms of assessment to determine learning strengths and learning gaps. We have administered the MAP growth assessment for reading and math as well as the Beginning of Year Assessment from TEA for both reading and math. Once the testing window closes we will update this section with scores and interpretation of the data.

In order to meet student learning needs Baker staff has implemented several programs. We have reteach days that happen after each 3 week assessment so teachers can focus on specific students and specific TEKS for improvement. We have also set up an after school program where students who have failing grades for a six weeks can focus on the TEKS and content for the failing six weeks to close learning gaps. Students with attendance problems are also included in an after school program to regain attendance hours. Baker staff also offers tutoring before and after school for students who need extra assistance.

James H. Baker Sixth Grade Campus met the Texas Education Agency standards for the 2018 - 2019 school year. Baker met standard but received a "C" in the Texas Education Agency's 2019 accountability ratings. The overall rating, which was scored 79 out of 100, is based on student achievement, school progress and closing (academic success) gaps among various racial, ethnic and socioeconomic groups.

STAAR	2018	2019
Reading	68%	77%
Math	85%	89%

A review of the overall STAAR scores for all students at Baker show an increase in math scores with a significant increase in reading scores.

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students mastered grade level expectation.

STAAR 2019	Approaches		Meets		Masters	
	2018	2019	2018	2019	2018	2019
Reading	68%	77%	36%	41%	18%	20%
Math	85%	89%	50%	57%	21%	29%

A review of the overall STAAR scores for sixth grade reading students in 2019 revealed:

- Student reading scores improved from 68% to 77%.

- Economically Disadvantaged student scores increased significantly from 60% to 71%.
- Special Education students' scores increased from 23% to 30%.

A review of the overall STAAR scores for sixth grade math students in 2019 revealed that:

- English Learner scores increased from 74% to 89%.
- Economically Disadvantaged student scores increased from 79% to 87%.

Student Academic Achievement Needs

- On the 2020 STAAR reading assessment 68% of all students meet or exceed expected growth.
- On the 2020 STAAR reading assessment 66% of English Learners meet or exceed expected growth.
- On the 2020 STAAR math assessment 73% of all students meet or exceed expected growth.
- On the 2020 STAAR math assessment 70% of all English Learners meet or exceed expected growth.

Student Learning Strengths

James H. Baker students made significant gains, academically:

- In Reading, overall the approaches score increased from 68% to 77%.
- Reading overall scores in the meets area increased from 36% to 41%.
- Reading overall scores in the masters area increased from 18% to 20%.
- Scores for students receiving special education services in reading increased from 23% to 30% at the approaches level.
- Scores at the approaches level for economically disadvantaged students increased in reading from 60% to 71%.
- Scores for English Learners increased in reading from 41% to 64% at the approaches level.
- In Math, overall approaches score increased from 85% to 89%.
- The overall meets scores in math increased from 50% to 57%.
- The overall scores for masters area increased from 21% to 29%.
- Scores at the approaches level for economically disadvantaged students increased in math from 79% to 87%.
- Scores for English Learners increased in math from 74% to 89% at the approaches level.

School Processes & Programs

School Processes & Programs Summary

From the input of faculty, staff, students, parents and administration at James H. Baker 6th grade campus some areas of focus were determined to be a priority. These included but were not limited to:

1. Campus wide expectations for academics and behaviors:

Baker Basics and Academic Behaviors.

2. Continued use and refinement of instructional rounds:

Creating scheduling where teachers are able to observe other content areas allowing them to learn different discipline techniques, teaching strategies, transitions, approaches to building relationships and cross content opportunities.

3. Focus on ELL student's achievements on all summative and formative assessments including STAAR and TELPAS

Professional Development through PLC book study using the "Classroom Instruction that Works with ELL Students".

4. Continuation of a new testing schedule

Testing schedule every three weeks with a reteach day for focused reteaching the week after the assessment. This allows additional teaching days and time allotment for special ed accommodation to be completed. Testing results will allow for spiraled instruction to be implemented throughout the year.

5. Data discussion and disaggregation at weekly PLC meetings for Math and ELA.

Formative assessments broken down by TEKS in both ELA and Math after each 3-week test. Results from spiraled instruction will be discussed in PLC allowing departments to analyze lesson effectiveness and target areas for growth across all level of student achievement.

6. Create a coherent curriculum with campus curriculum maps.

Curriculum maps are working documents that are posted in the PLC room and are reviewed regularly in PLC meetings. Departments created department goals that supported campus focus on curriculum maps and teachers created their T-TESS goals based on both the campus focus and the department goals.

Identified School Processes and Program Needs:

- Support teachers teaching English Learners with additional professional development
- Create and implement techniques for presenting students the expectations and process of understanding and completing expected academic behaviors.

- Strengthen the performance of high achieving students by creating “Masters Academy” focusing on an increase of masters level of achievement on the math and reading 2020 STAAR.

School Processes & Programs Strengths

- Weekly PLC meeting with all faculty members, disaggregating data, discussing student needs, plan for upcoming events, processing and brainstorming on situations/events that have occurred and how to improve the outcomes.
- Implementation of instructional rounds allowing teachers to learn from their peer’s multiple classroom techniques.
- Teacher and students use a systemic approach to expectations for behavior and instruction through the uses of “Baker Bear Basics” and Baker Bucks

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

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

Performance Objective 1: Analyze available data to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

Evaluation Data Sources: 2020 STAAR scores

3 week and 6 week assessment results

PowerWalk Data

Summative Evaluation: None

Strategy 1: Analyze assessment data to inform instruction using "Know Your Kids" binder. Data will be discussed at weekly PLC meetings. Strategy's Expected Result/Impact: Target areas of need (TEKS) to increase student achievement. Increased ability to differentiate to increase student achievement Staff Responsible for Monitoring: Teachers Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional intervention classes in reading and math for identified students based upon performance on STAAR and teacher assessments. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Interventionists Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Reading Interventionist - 211 Title I, Part A - \$26,558	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: Implement research based instructional practices to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

Evaluation Data Sources: 2020 STAAR scores

3 week and 6 week assessment results

PLC Notes and Agendas

Summative Evaluation: None

Strategy 1: Campus wide implementation of Fundamental 5 including: --Campus wide critical writing every day --Campus wide use of small group purposeful discussion to increase authentic engagement. Strategy's Expected Result/Impact: Increased rigor and higher level problem solving skills through daily writing and purposeful conversation opportunities to increase student achievement. Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide instructional intervention support twice a week in English Language Arts & Math for students based on academic needs. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Outside reading/math tutor - 211 Title I, Part A - \$16,980, Outside reading tutor for EL students - 263 Title III, LEP - \$3,100	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide co-teach and dyslexia specific instructional sections on the master schedule for students with special needs. Strategy's Expected Result/Impact: Increase student achievement for students with specific learning needs. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: Purchase headphones for students to use for practice when using K12 Summit program Strategy's Expected Result/Impact: Improved TELPAS composite scores Staff Responsible for Monitoring: ESL teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Headphones - 211 Title I, Part A - \$1,170	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: Engage campus resources to improve the performance percentage score of all students and student subgroups in grade 6 on the 2020 STAAR.

Math - 89% to 93%

Reading - 77% to 85%

TELPAS Composite - 21% to 38%

Evaluation Data Sources: 2020 STAAR scores
Professional Development Sign-In Sheets

Summative Evaluation: None

Strategy 1: Provide resources/books for teachers to use with EL students. Strategy's Expected Result/Impact: Teachers who are equipped to differentiate for student success. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Books - 263 Title III, LEP - \$859	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide after school tutoring for all students including transportation home, if needed. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Math & Reading teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Teacher Tutoring - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Purchase books for classroom libraries. Strategy's Expected Result/Impact: Increase volume of reading practice. Increase time for students to read self chosen books while at school. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Books for classroom library - 211 Title I, Part A - \$4,340	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide resources for teachers to use in tutoring and small group instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Provide credit recovery opportunity for students who do not meet attendance or passing grade criteria. Strategy's Expected Result/Impact: Improved attendance Improved class performance Reduced number of students who need to attend summer school Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide the opportunity for staff to attend professional development to increase proficiency in working with EL students. Strategy's Expected Result/Impact: Increased achievement for EL students both academically and in language acquisition. Staff Responsible for Monitoring: LEP administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Registration for professional development - 263 Title III, LEP - \$175, Registration for professional development - 211 Title I, Part A - \$655, Registration for professional development - 211 Title I, Part A - \$220	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Develop and implement a plan to improve campus culture and management while decreasing student discipline referrals by 10% per year.

Evaluation Data Sources: Discipline Referrals
Incident Reports

Summative Evaluation: None

Strategy 1: Provide weekly anti-bullying, character education, positive choice making and guidance counseling lessons for all students. (Social Skills Lessons). Strategy's Expected Result/Impact: Reduced incident reports. Reduced discipline referrals. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement Restorative Justice Practices. Strategy's Expected Result/Impact: Reduced incident reports. Reduced discipline referrals. Staff Responsible for Monitoring: Counselor Administrators Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue consistent implementation of Baker Basics - a campus-wide system for consistent behavior expectations. Strategy's Expected Result/Impact: Students on time to class. Uninterrupted class time. Less time student is out of class. Consistent implementation of expectations for behavior across campus. Staff Responsible for Monitoring: Administrators Baker Basics Committee Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide opportunities for students to build mentor/mentee relationships. Strategy's Expected Result/Impact: Increase school connections Boost self confidence Increased interpersonal communication Develop decision making skills Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished 401 → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Implement professional learning strategies for educators on campus through weekly PLC meetings.

Evaluation Data Sources: PLC agendas

Summative Evaluation: None

Strategy 1: Provide staff development in research based instructional strategies for advanced learners, at risk students, special needs students, and second language learners. Strategy's Expected Result/Impact: Consistent strategies to increase student achievement. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maintain a master schedule that prioritizes opportunities for staff collaboration and planning using online resources and common planning period. Strategy's Expected Result/Impact: Consistent focus on classroom progress/improvement of strategies to increase student achievement. Staff Responsible for Monitoring: Administration Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers participate in department conversations regarding monthly instructional rounds visits. Strategy's Expected Result/Impact: Increased student achievement. Increased teacher efficacy and consistency across the campus. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Increase parent, family and community involvement by using various communication resources to connect home and school.

Evaluation Data Sources: Parent Sign-In Sheets (to school events)

Summative Evaluation: None

Strategy 1: Participate in One School, One Book initiative. Purchase kit with books for students/families and staff. Strategy's Expected Result/Impact: Increased student reading Increased family involvement in reading activities at school. Staff Responsible for Monitoring: Administrators ELA Interventionist Title I Schoolwide Elements: 2.4, 2.6, 3.2 Funding Sources: One School, One Book Initiative - 211 Title I, Part A - \$4,200	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Watch DOGS (Dads of Great Students) Program for positive role models. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Watch DOGS Coordinator Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for students to participate in after school clubs. Strategy's Expected Result/Impact: Increase student involvement by offering choice based options. Staff Responsible for Monitoring: Club Sponsors Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Inform parents of campus events and provide information regarding their students' education using a variety of communication methods. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Administrators Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Translator for parent notices - 211 Title I, Part A - \$100, Ipad for announcement team - 211 Title I, Part A - \$479	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Advertise and invite parent, families and community to view students' products and performances through a variety of curricular and social events. Strategy's Expected Result/Impact: Increased community/parent involvement. Staff Responsible for Monitoring: Administration Event Organizers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parent Night Supplies - 211 Title I, Part A - \$400, Food for Parent Events - 211 Title I, Part A - \$366	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Monitor the efficient use of all Title funds.

Evaluation Data Sources: Tutoring forms
CPOC meetings
Budget meetings with administrative team and secretary

Summative Evaluation: None

Strategy 1: Paraprofessional instructional support in regular education classes for students with 504, Special Education, and EL needs. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Case Managers 504 coordinator LPAC coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Paraprofessional Instructional Support - 211 Title I, Part A - \$11,136	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Purchase ipads, cases and licenses for special education team to use in collection of student IEP data. Strategy's Expected Result/Impact: Increased student progress on IEP goals Staff Responsible for Monitoring: Special Education team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Purchase of ipads, cases and licenses - 211 Title I, Part A - \$3,351	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please refer to the 2019-2020 James H. Baker Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please refer to the 2019-2020 James H. Baker Campus Improvement Plan.

2.2: Regular monitoring and revision

The CPOC committee will meet four times this year to monitor and revise the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

The James H. Baker campus improvement plan will be available on the website and in the Baker office.

2.4: Opportunities for all children to meet State standards

- Baker teachers will use several forms of assessment data to inform instruction.
- Baker teachers have a "Know Your Students" binder for quick reference to data and individualized instruction plans
- Baker teachers are incorporating critical writing regularly through quick writes, exit tickets or revisiting previous writing assignments
- Baker teachers are incorporating small group purposeful talk multiple times each day
- Students are provided additional instruction in areas in which they struggle through the use of an interventionist.
- Tutorials are provided throughout the year with focused tutorials taking place an additional three times each week during the spring semester
- Focused professional development for staff through PLC on a weekly basis
- Classroom teachers participate in instructional rounds once a month - observing across the campus

2.5: Increased learning time and well-rounded education

- Using data such as MAP, unit assessments, checkpoints, students will receive targeted tutoring intervention with the classroom teacher, interventionist.

- Use MAP data imported into edgenutiy twice a week to targets areas of need specific to each student.
- Provide feedback to teachers through regular use of PowerWalk software

2.6: Address needs of all students, particularly at-risk

- Monitor student progress through regular meetings with interventionists.
- Conduct SST meetings for students who need more individualized interventions implemented
- Regular meetings with district behavior specialists to ensure all staff stay current with progress

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Weekly emails to parents with updated information and calendar events for the upcoming weeks.
- Callouts to parents
- Maintain updated campus website and marquee
- Encourage parents to participate as a volunteer or as a member of Watch DOGS

3.2: Offer flexible number of parent involvement meetings

- Family Night
- Bear Camp
- Open House
- Fine Arts Concerts
- Watch DOGS
- VIP Celebrations

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Madeline Blagg	Instructional Paraprofessional		.50
Natalie Melton	Interventionist	Reading Intervention/Dyslexia	.333

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist		\$26,558.00
1	2	2	Outside reading/math tutor		\$16,980.00
1	2	4	Headphones		\$1,170.00
1	3	2	Teacher Tutoring		\$0.00
1	3	3	Books for classroom library		\$4,340.00
1	3	6	Registration for professional development		\$655.00
1	3	6	Registration for professional development		\$220.00
4	1	1	One School, One Book Initiative		\$4,200.00
4	1	4	Translator for parent notices		\$100.00
4	1	4	Ipad for announcement team		\$479.00
4	1	5	Parent Night Supplies		\$400.00
4	1	5	Food for Parent Events		\$366.00
5	1	1	Paraprofessional Instructional Support		\$11,136.00
5	1	2	Purchase of ipads, cases and licenses		\$3,351.00
Sub-Total					\$69,955.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Outside reading tutor for EL students		\$3,100.00
1	3	1	Books		\$859.00
1	3	6	Registration for professional development		\$175.00
Sub-Total					\$4,134.00
Grand Total					\$74,089.00

La Porte Independent School District

La Porte Junior High

Campus Improvement Plan

2020-2021



Mission Statement

Every student will acquire the necessary knowledge and skills to become life-long independent learners and productive citizens.

Vision

It is the vision of La Porte Jr. High that all students, parents, staff, and community members work together to provide every La Porte Junior High student the academic and social skills necessary to meet the challenges of secondary education with success. Our students will have the college and career readiness skills needed for the future of their choice.

A La Porte ISD graduate is:

Bulldog Proud...

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

Prepared...

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

A Citizen...

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

An Explorer...

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

411

A Producer...

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

Value Statement

We are the MIGHTY Bullpups.

Daily Affirmation:

I believe in myself and in my ability to achieve academic excellence.

I have a definite purpose for receiving an education.

I understand my obligation to excel.

I am determined to achieve academic excellence.

I have a vision for achieving academic excellence.

We at La Porte Junior have committed to be ALL IN.

Act Learn Lead Inspire Nurture

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	13
Goal 2: Provide a safe, secure and disciplined learning environment.	22
Goal 3: Attract, develop and retain excellent staff.	24
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	25
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	28
Title I Schoolwide Elements	30
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	30
1.1: Comprehensive Needs Assessment	30
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	30
2.1: Campus Improvement Plan developed with appropriate stakeholders	30
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	30
2.6: Address needs of all students, particularly at-risk	30
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	31
3.1: Develop and distribute Parent and Family Engagement Policy	31
3.2: Offer flexible number of parent involvement meetings	31
Title I Personnel	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

La Porte Junior High is one of two junior high campuses in La Porte Independent School District. La Porte Junior High serves 543 students in grades 7 and 8. The campus is organized with departmentalized hallways and common conference periods for planning.

Student Enrollment By Type: 44.8% Economically Disadvantaged; 10.7% English Language Learner; 8.5%% Students receiving Special Education Services

Student Enrollment By Ethnicity: 8% - Black or African American; 50% - Hispanic; .2% - American Indian/Alaska Native; .8% - Asian; 38% - White; 3% - Two or more races

Our School-wide Title 1 program consists of parent involvement activities, professional development for all staff and an enrichment period where targeted core content, academic vocabulary, and character development take place along with GT, Dyslexic and EL services. There are three content-focused paraprofessionals assigned to the core subjects to support our students in those classes. Language acquisition is integrated within the four core classes and served by ESL certified staff and one ESL paraprofessional. Our GT students are serviced in their GT/PreAP ELA, Math, Social Studies and/or Science classes. Students in these classes engage in rigorous instruction designed to allow students to be creative and critical thinkers able to problem solve and demonstrate leadership skills.

Demographics Strengths

Our teacher to student ratio has allowed La Porte Junior to create a master schedule which effectively meets the needs of our diverse learners. We have been able to retain and recruit staff with knowledge and skills to instruct at a high level. La Porte Junior is building a climate and culture which strives to educate and nurture our learners as we prepare them for post-secondary success.

Where Did This School Perform Exceptionally Well in 2018-2019?

Academic Achievement in Science

Academic Achievement in Mathematics

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25%: Comparative Academic Growth

Student Learning

Student Learning Summary

La Porte J H met TEA standards for the 2018-2019 school year. La Porte J H received a "C" in the Texas Education Agency's 2019 accountability ratings. La Porte J H is compared to schools across Texas with similar type, size, grade span and student demographics.

The summative STAAR data from 2019 shows some areas of academic growth and some areas of needed improvement. See the table below to see the levels of achievement for 2019.

2019 STAAR All Students	2019 Approaches Grade Level Performance	2019 Meets Gradel Approaches Performance	2019 Masters Grade Level Performance
7th Math	62%	12%	1%
7th Reading	70%	43%	20%
7th Writing	70%	37%	8%
8th Math	85%	48%	11%
8th Reading	82%	45%	18%
8th Science	84%	37%	13%
8th Social Studies	50%	13%	6%

The table below shows content areas of focus in regards to the Approaches:

Social Studies	2017	2018	2019
8 th	49%	65%	50%

Math	2017	2018	2019
8 th	89%	81%	85%
7 th	59%	53%	62%

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

- Increase instructional rigor in Tier 1 instruction.
- Increase the use of student achievement to guide data-driven decision-making.
- Increase enrichment opportunities for higher student achievement in “Meets” and “Masters”.
- Increase student achievement in math compared to district and state standards.
- Increase student achievement in social studies compared to district and state standards.

Student Learning Strengths

According to state data analysis, La Porte J H is doing exceptionally well in the following areas:

Academic Achievement in Science

Academic Achievement in Mathematics

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25%: Comparative Academic Growth

Post-Secondary Readiness

Top 25%: Comparative Closing the Gaps

There were academic gains in the following achievement levels of Approaches: Math 7th grade, Reading 7th grade, Writing 7th grade, Math 8th grade and Reading 8th grade

There were academic gains in the following achievement levels of Meets: Math 7th grade, Reading 7th grade and Writing 7th grade

There was academic gains in the following achievement levels of Meets: Math 7th grade, Reading 7th grade, Writing 7th grade and Math 8th grade

School Processes & Programs

School Processes & Programs Summary

Our School-wide Title 1 program consists of parent involvement activities, professional development for all staff and an enrichment period where targeted core content, academic vocabulary, and character development take place along with GT, Dyslexic and ELL services. There are three content-focused paraprofessionals assigned to the core subjects to support our students in those classes. Language acquisition is integrated within the four core classes and served by ESL certified staff and one ESL paraprofessional. Our GT students are serviced in their GT/PreAP ELA and/or Science classes. Students in these classes engage in rigorous instruction designed to allow students to be creative and critical thinkers able to problem solve and demonstrate leadership skills.

Curriculum & Instructional Needs:

- Address campus safety, classroom management and mental health supports based on campus needs.
- Continue growth of knowledge and implementation in the following areas: RtI/MTSS, assessments and data analysis, purposeful instructional planning process to increase educational effectiveness.
- Data-informed decision-making intended to increased student achievement in all subject areas with a focus on math and social studies.
- Provide training for all staff in the areas of inclusive practices, understanding the implementation of a student individual educational plan, and how to implement a behavior intervention plan.

School Processes & Programs Strengths

Student Achievement:

Strengths: All PLCs report strong skills for designing and implementing 3-week checkpoints. Staff meets often to review, analyze and plan effective lessons. Staff meets often to design intervention and enrichment opportunities.

Instruction, Curriculum and Assessment:

Strengths: Common District Assessments, Academic Interventions, Vertical Alignment of Curriculum, Viable Curriculum, Common Department Planning , Use of Fundamental 5, 2 campus Interventionists, STEMSCOPES for Science, Algebra 1 Program, Attendance, STAAR Participation, Top Dogs, History and Science Fair Participation, Duke Talent Search, GT PreAP, GT Texas Performance Standards Showcase, UIL Academics, Spelling Bee

Family and Community Involvement:

Strengths: Call-out Program; Marquee; Academic Nights; Bullpup Newsletter; Bullpup Walk & Camps; Math Parent Session; Bullpit - Parent Involvement Team

Staff Quality:

Strengths: Highly Qualified Staff, 5 GT certified staff and 8 ESL endorsed staff members.

School Culture and Climate:

Strengths: Open Door Policy of Administrators, Restorative Discipline Program, Enrichment schedule, Teacher Mentoring Program, Staff Celebrations, Bullpup Bulletin , Top Dog Awards, Attendance Incentives,

School Organization:

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

Facilities:

Strength: Wireless throughout the building which allows for more accessibility to observe the learning environment.

Perceptions

Perceptions Summary

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

The climate, culture, values and beliefs at LPJ are being branded to meet the skill set of the current administration and staff. The professional experience of the staff is a strength. The new teachers have brought renewed energy and optimism that we needed. La Porte Junior High has a staff committed to providing all learners an opportunity to achieve.

Perceptions Strengths

La Porte J H is a welcoming learning community for all stake holders. We are building a culture where one can learn and grow in a safe, nurturing environment. We will pride ourselves on building and maintaining strong relationships.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- 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

Goals

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

Performance Objective 1: La Porte J H will increase students achievement in all content area evidence by STAAR Results being increased by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Summative Evaluation: None

Strategy 1: Professional Learning Communities, PLC, will research, implement and review instructional strategies to yield higher levels of student mastery. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and Department Leads will analyze data using Eduphoria to identify areas of strength and areas needed improvement to plan opportunities for intervention and enrichment. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data. Staff Responsible for Monitoring: Teachers Department Leads Instructional Coaches Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide scheduled interventions and supports throughout the instructional day through intentional class/course assignments to meet the needs of struggling learners. Strategy's Expected Result/Impact: Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments. Staff Responsible for Monitoring: Interventionists MTSS Team Classroom Teachers Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Federal Funds used for intervention staff - 211 Title I, Part A - \$27,393, Substitute Instructional Day - 211 Title I, Part A - \$2,500, Reading Materials - 211 Title I, Part A - \$2,500, Technology Support - 211 Title I, Part A - \$29,983.12	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: La Porte J H will increase students achievement in US History evidence by STAAR Results being increased by 10% in the areas of Meets and Masters.

Targeted or ESF High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Summative Evaluation: None

Strategy 1: Teachers and Department Leads will analyze data using Eduphoria to identify areas of strength and a areas needed improvement to plan opportunities for intervention and enrichment. Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and Department Leads will engage in research-based Professional Development opportunities intended to meet the needs of our student population. Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Meets and Masters on STAAR. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Professional Development - 211 Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Conduct classroom walk-through to ensure quality Tier 1 instruction and implementation of student interventions, supports, accommodations, and modifications are documented in the students' educational plans (MTSS/RTI, 504, LPAC or IEP). Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: La Porte J H will increase the number of students achieving master level performance on all STAAR state assessments by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Summative Evaluation: None

Strategy 1: Teachers and Department Leads will analyze data of GT and Pre-AP students to monitor higher levels of achievement. Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will differentiate and accelerate instruction for G/T and Pre-AP to provide opportunities for higher ordering thinking. Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: We will provide opportunities for collaboration and professional development for G/T and Pre-AP staff. Strategy's Expected Result/Impact: Increased levels of student achievement as evidenced by the percentage of students achieving Masters on STAAR. Staff Responsible for Monitoring: Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: We will provide opportunities for students to engage in virtual and face-to-face enrichment opportunities. Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Performance Objective 4: 40% of English Learners will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2019 scores.

Evaluation Data Sources: 2021 TELPAS scores

Summative Evaluation: None

Strategy 1: Implement the practice for the online and speaking portion of the TELPAS assessment using online tools for grades 7-8. Strategy's Expected Result/Impact: A 10% increase in listening, speaking, reading, writing, and overall composite TELPAS scores. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Provide in-class support for ELs with campus staff, academic tutors, and EL intervention-support paraprofessionals. Strategy's Expected Result/Impact: Increase in EL student performance on the TELPAS and STAAR. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3: Provide parents of English Learners the opportunity to attend parent training and access to instructional resources to student learning. Strategy's Expected Result/Impact: Increased parental involvement opportunities for parents English Learners to a minimum of one campus-based opportunity per semester. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: La Porte JH will increase students performance in Closing the Achievement Gap evidenced by 18 of 18 student groups achieving Meets on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data.

Summative Evaluation: None

Strategy 1: LPJ will provide ongoing professional development to enhance the instruction and delivery for our learners needing EL support. Strategy's Expected Result/Impact: Increase levels of mastery by EL students evidenced by a higher percentage of students being exited from ESL. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Professional Development - 263 Title III, LEP - \$4,663, Extra Duty for Tutorials @ \$24 per hr. - 263 Title III, LEP - \$2,679	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct classroom walk-through to ensure quality Tier 1 instruction and implementation of student interventions, supports, accommodations, and modifications are documented in the students' educational plans (MTSS/RTI, 504, LPAC or IEP). Strategy's Expected Result/Impact: Student achievement gains based on assessment data such as TEA interim assessments, checkpoints, benchmarks and STAAR data. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3: La Porte J H will secure culturally relevant literature to meet the educational and behavioral needs of all learners. Strategy's Expected Result/Impact: Increased on-task behaviors exhibited to show academic growth and levels of mastery. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Funding Sources: Reading Materials Teachers/Staff - 211 Title I, Part A - \$1,500, Reading Materials Administration - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 6: La Porte J H will prepare students for College and Career Readiness.

Targeted or ESF High Priority

Evaluation Data Sources: Course selections and course assessments.

Summative Evaluation: None

Strategy 1: La Porte J H will encourage all qualified students to participate in the Duke Talent Search. Strategy's Expected Result/Impact: Increased opportunities for students to showcase their intellectual talents. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: La Porte J H will host a Career Day to be held in the Spring. Strategy's Expected Result/Impact: Increase student awareness of career opportunities. Staff Responsible for Monitoring: Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: La Porte J H will encourage participation in academic and performance-based UIL events. Strategy's Expected Result/Impact: Increase participation in academic and performance-based competitions. Staff Responsible for Monitoring: Teachers Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Develop and implement plans to improve campus culture and classroom management while decreasing student discipline referrals by 10% per year.

Targeted or ESF High Priority

Evaluation Data Sources: eSchool data and PEIMS reporting

Summative Evaluation: None

Strategy 1: Develop and implement a campus Crisis Response TEAM and an Emergency Operations Plan. Strategy's Expected Result/Impact: Maintain a safe learning environment to meet the needs of all learners. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Nurse SRO Community in School County Youth Services Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: La Porte J H will work collaboratively with the campus assigned CIS and the CYS coordinators to provide counseling and support services for at-risk students. Strategy's Expected Result/Impact: Provide the supports needed to ensure all students are afforded the opportunity to learn. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Nurse SRO Community in School County Youth Services Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: La Porte J H will secure culturally responsive learning opportunities to meet the needs of all learners. (Emotional Backpack, Character Strong, campus-wide book study, Hacking School Discipline - Restorative Practices, etc.) Strategy's Expected Result/Impact: Improve campus culturally responsive knowledge to meet the social-emotional needs of all learners. Staff Responsible for Monitoring: Administration Counselor Nurse SRO Community in School County Youth Services Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Reading Material & Professional Development - Counselor - 211 Title I, Part A - \$500, Reading Materials & Professional Development - Teachers - 211 Title I, Part A, Reading Materials & Professional Development - Administration - 211 Title I, Part A - \$5,000, SEL Support & Supplies - 211 Title I, Part A - \$0	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: All teachers and paraprofessionals hired will meet and retain all needed certifications to remain Highly Qualified.

Evaluation Data Sources: SBEC; Human Resources

Summative Evaluation: None

Strategy 1: La Porte J H will provide book studies and other professional growth opportunities. Solution Tree Global PD; The First Days of School: How to Be an Effective Teacher; 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents; Moving Math Forward; Lowman History Consultants; and other learning opportunities. Strategy's Expected Result/Impact: Enhance the professional knowledge base of the LPJ staff. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Professional Development and Supplemental Instructional Materials - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Retain quality staff with a strong district and campus mentoring program. Strategy's Expected Result/Impact: Establish a culture of excellence and minimize the staff turnover percentage. Staff Responsible for Monitoring: Administrators Department Leads Counselor Mentors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: La Porte J H will increase the number of teachers with ESL endorsements to include all ELA teachers. Strategy's Expected Result/Impact: Increase the number of LPJ staff with the endorsement and skills to instruct students receiving EL supports. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: All staff will maintain ongoing, positive communication with families. La Porte J H will incorporate more virtual opportunities for engagement for the 2020-2021 school year.

Evaluation Data Sources: Communication Logs; Syllabus; Parent Letters; Posted Calendar; Attendance at Parent Night

Summative Evaluation: None

Strategy 1: Staff will provide routine points of communication with parents. (positive phones calls, phone calls to address needs and supports, post cards to communicate student successes) Strategy's Expected Result/Impact: Improve the effectiveness of the parent-teacher communication Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 2.6, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: La Porte J H will use School Messenger, a weekly Bullpup Bulletin and literature to involve our parent in school activities and celebrations. Strategy's Expected Result/Impact: Improve the communication with all stakeholders. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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: La Porte J H will provide flexible opportunities for parent and community members to participate in the educational process. We will grow the outreach of our Family Engagement by incorporating more virtual opportunities for 2020-2021.

Targeted or ESF High Priority

Evaluation Data Sources: Event Calendars and attendance logs

Summative Evaluation: None

Strategy 1: La Porte J H will host parent education and volunteer classes. We will implement the BullPIT, Parent Involvement Team. Strategy's Expected Result/Impact: Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Refreshments - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: La Porte J H will host parent education classes. This will be focused on building relationship and connections with all content areas. Strategy's Expected Result/Impact: Improve the effectiveness of the parent-teacher relationship and solicit parental involvement as we work to close the achievement gap of all learners. Math Parent Sessions 2 during the first semester 2020 2 during the second semester 202 Staff Responsible for Monitoring: Administration Counselor Instructional Coach Math Teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: ESL Classroom and Tutorial Supplies - 263 Title III, LEP, Refreshments - 211 Title I, Part A - \$1,017.88, Technology Device(s) - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: La Porte J H will host parent/community events. La Porte J H will incorporate more virtual opportunities for engagement for the 2020-2021 school year. Strategy's Expected Result/Impact: Provide opportunities to celebrate the achievements of our learners. Top Dogs Awards: These events are held each month of the school year. GT Showcase: Spring 2021 End of the Year Awards: May 2021 Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Title I Schoolwide Elements: 2.4, 3.1, 3.2 Funding Sources: Refreshments - 211 Title I, Part A - \$0, Technology Device(s) Resources - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Professional Staff will demonstrate required technology competencies as measured by 100% mastery of the SBEC Technology Applications Standards and district teacher/student productivity software.

Evaluation Data Sources: Technology Work Orders, Campus SD Sign-in Sheets

Summative Evaluation: None

Strategy 1: La Porte Junior will provide staff development to support technology integration projects and provide opportunity to enhance the instructional delivery for both face-to-face and virtual students. Strategy's Expected Result/Impact: Increase integration of technology in the learning environment. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Technology Dept. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Supplemental Technology - 211 Title I, Part A	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: La Porte J H will provide staff with professional development opportunities for student growth and success. Strategy's Expected Result/Impact: Enhance knowledge and practices of effective integration of technology in the educational setting. Staff Responsible for Monitoring: Classroom Teachers Department Leads Instructional Coaches Counselor Administration Technology Dept. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 La Porte Junior Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 La Porte Junior Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Objective Performance Committee will meet 4 times a year to monitor and revise the Campus Improvement Plan.

2.3: Available to parents and community in an understandable format and language

The La Porte J H Campus Improvement Plan will be posted on the LPISD website and be available in La Porte Junior's front office.

2.4: Opportunities for all children to meet State standards

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.

2.5: Increased learning time and well-rounded education

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.
- Schedule ongoing coaching opportunities for staff to enhance the instructional practices.
- Schedule time for frequent restorative practices groups and counseling character sessions during our weekly Bullpup period.

2.6: Address needs of all students, particularly at-risk

- PLCs will be conducted with a focus to monitor student growth and progress on student groups.
- TIER I instruction will focus on providing targeted academic and behavior interventions.
- PLCs will be conducted with a focus to monitor and analyze checkpoints and benchmarks to determine student growth and mastery level.
- Provide staff with continuous feedback on their power walks as it relates to the Fundamental Five prior to their summative conference.
- Schedule ongoing coaching opportunities for staff to enhance the instructional practices.
- Schedule time for frequent restorative practices groups and counseling character sessions during our daily Enrichment.
- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.
- Conduct parent sessions to better support our at-risk population.
- Conduct parent sessions to foster a collaborative relationship and support for our EL learners.

3.2: Offer flexible number of parent involvement meetings

- Create purposeful, easy to use, hands on activities at parent nights in which parents can experience and learn how to help their student st home.
- Conduct parent sessions to better support our at-risk population.
- Conduct parent sessions to foster a collaborative relationship and support for our EL learners.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Davis	Teacher Interventionist	Math Interventionist	.33
Dolly Liburd	Teacher Interventionist	Reading Interventionist	.43

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Federal Funds used for intervention staff		\$27,393.00
1	1	3	Substitute Instructional Day		\$2,500.00
1	1	3	Reading Materials		\$2,500.00
1	1	3	Technology Support		\$29,983.12
1	2	2	Professional Development		\$5,000.00
1	3	4			\$0.00
1	5	3	Reading Materials Teachers/Staff		\$1,500.00
1	5	3	Reading Materials Administration		\$500.00
2	1	3	Reading Material & Professional Development - Counselor		\$500.00
2	1	3	Reading Materials & Professional Development - Teachers		\$0.00
2	1	3	Reading Materials & Professional Development - Administration		\$5,000.00
2	1	3	SEL Support & Supplies		\$0.00
3	1	1	Professional Development and Supplemental Instructional Materials		\$0.00
4	2	1	Refreshments		\$0.00
4	2	2	Refreshments		\$1,017.88
4	2	2	Technology Device(s)		\$0.00
4	2	3	Refreshments		\$0.00
4	2	3	Technology Device(s) Resources		\$0.00
5	1	1	Supplemental Technology		\$0.00
Sub-Total					\$75,894.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Professional Development		\$4,663.00
1	5	1	Extra Duty for Tutorials @ \$24 per hr.		\$2,679.00
4	2	2	ESL Classroom and Tutorial Supplies		\$0.00
Sub-Total					\$7,342.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$83,236.00

La Porte Independent School District

Lomax Junior High

Campus Improvement Plan

2020-2021



Mission Statement

Lomax Junior High School will provide a safe environment that ensures that every member of the school community reaches a gold standard of achievement as determined by district and state standards. We commit to do WHATEVER IT TAKES to assure this outcome.

Vision

Lomax Junior High School will challenge their students to achieve excellence to bridge the critical gap between instruction and assessment by ensuring deep implementation of action that creates real change and sustainable student achievement while providing a safe and secure environment.

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 challenges and innovation

A Producer...

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

Value Statement

We are LOBOPROUD

Postive

Respectful

Organized

Uplifiting

Determined

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	13
Perceptions	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	18
Goal 2: Provide a safe, secure and disciplined learning environment	24
Goal 3: Attract, develop and retain excellent staff.	25
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	26
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	27
Title I Schoolwide Elements	29
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	29
1.1: Comprehensive Needs Assessment	29
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	30
3.1: Develop and distribute Parent and Family Engagement Policy	30
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lomax Junior High School is one of 2 junior high school campuses that serves only 7th and 8th grade students in the twelve campus La Porte Independent School District. Lomax opened its doors in 1985 and serves predominantly lower class or middle class families. Lomax's current enrollment is approximately 609 seventh and eighth graders. Twelve years ago, approximately 540 students were served by the campus, which is a 14% increase. The students at Lomax Junior High School have a seven period class day scheduled in academic team pods, with five core/supplementary classes and two electives. There is also an enrichment period that meets every day for 30 minutes Enrichment in order for students to receive the *Character ED* social skill instruction along with remediation and acceleration using *Edgenuity* software programs.

The 2020-21 student population is mostly comprised of the Hispanic and White ethnicity groups and is fully broken down as follows:

Hispanic	52.8%
White	40.5%
African American	5.5%
Two or More Races	.3%
American Indian	.3%
Asian	.3%
Pacific Islander	.1%

The student enrollment by group is broken down as follows:

Economically Disadvantaged	37.9%
English Learner	11.1%
Special Education	11.6%
At-Risk	51.2%
Homeless	.3%

The staff of Lomax Junior High is a group of dedicated educators who strive to meet the needs of all students. 100% of the teachers at LXJ are certified for the subjects that they teach. The average years experience for teachers at LXJ is 8, and 10 teachers currently hold Masters degree. The ethnic breakdown of

LXJ teacher is as follows:

Hispanic	4
White	31
African American	4
Asian/Pacific Islander	1

Demographics Strengths

Lomax Junior High has many strengths. Some of the notable strengths are:

- Supportive community
- Supportive staff
- Highly trained teachers

Student Learning

Student Learning Summary

Due to the COVID 19 virus we were not able to take the STAAR exam in 2020.

For the 2019-2020 school year Lomax Junior High recieved and overall score of 79 which is rated as a C by the Texas Education Agency. This composite score is made up of three domains, Domian 1 Student Achievement, Domain 2 School Progress, and Domain 3 Closing the Gaps.

The four year comparison of STAAR scores shows that last year we saw an increase in the All Subjects, Reading, Social Studies and Writing categories and a decline in Science. Math held steady at 85%

Subject	2016	2017	2018	2019
All Subjects	83%	84%	80%	81%
Math	87%	89%	85%	85%
Reading	87%	85%	77%	83%
Science	83%	87%	88%	83%
Social Studies	73%	77%	74%	77%
Writing	79%	77%	71%	74%

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students.

Subject by Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
7 th Grade Writing	73.6%	42.7%	14.23%
7 th Grade Reading	77.74%	50.73%	29%
7 th Grade Math	70.17%	24.31%	2.21%
8 th Grade Reading	78%	46%	21%
8 th Grade Math	85%	52%	10%

450

Subject by Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
8 th Grade Science	82%	52%	23%
8 th Grade Social Studies	76%	33%	13%
Algebra 1	99%	74%	32%

READING

Looking deeper, STAAR 2-year Comparison Performance scores for Reading are as follows:

7 th Grade Reading	Approaches	Meets	Masters
17-18	68%	42.5%	22%
18-19	74%	51%	29%

8 th Grade Reading	Approaches	Meets	Masters
17-18	80%	45%	25%
18-19	78%	46%	21%

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

- The Special Education (Sp Ed) scores are 33% lower than All students in 7th grade and 37% lower in 8th grade than All students.
- The LEP subgroup scores are 32% lower than All students in 7th grade, and 24% lower in 8th grade All students.
- Economically Disadvantaged (ECD) scores are lagging behind the all students scores.

The White subgroup did not meet the indicator in any domain of the TEA accountability system. The lower percents in Meets and Masters attributed to the missed indicators. We also did not meet the closing the gaps domain in 7th grade or 8th grade reading in LEP or SPED.

MATH

Looking deeper, STAAR 2-year Comparison Performance scores for Math are as follows:

451

7thGrade Math	Approaches	Meets	Masters
17-18	63%	13%	2%
18-19	71%	24%	2.2%

8thGrade Math	Approaches	Meets	Masters
17-18	92%	70%	18%
18-19	85%	52%	10%

8thGrade Algebra	Approaches	Meets	Masters
17-18	99%	95%	78%
18-19	99%	74%	32%

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

- The Special Education (SpEd) scores are 37% lower than All students in 7th grade and 48% lower in 8th grade than All students.
- While there was significant improvement for the 7th grade Math in Approaches, Meets, and Masters for the 18-19 school year there were declines in all three scoring categories in 8th grade Math and Algebra.
- The LEP subgroup scores are 18% lower than all students in the 7th grade and 15% lower than All students in 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

7th Grade math scores continue to be of great concern for Lomax JH. There is about a 16% difference between Approaches scores from 7th to 8th grade. The White subgroup did not meet the indicator in any domain of the TEA accountability system. The lower percents in Meets and Masters attributed to the missed indicators. We did not meet the closing the gaps targets for any subpop for 7th grade math with the exception of the African American subpop. In 8th grade math we did not meet the closing the gaps targets for LEP or SPED.

Writing

Looking deeper, STAAR 2-year Comparison Performance scores for Writing are as follows:

7 th Grade Writing	Approaches	Meets	Masters
17-18	71%	39%	9%
18-19	74%	42%	14%

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

- The Special Education (SpEd) scores are 46% lower than All students in the 7th grade.
- There was an improvement in the Approaches, Meets and Masters groups from the previous year.
- The LEP subgroup scores are 36% lower than All students in the 7th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

Science

Looking deeper, STAAR 2-year Comparison Performance scores for Science are as follows:

8 th Grade Science	Approaches	Meets	Masters
17-18	88%	56%	29%
18-19	82%	52%	23%

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

- The Special Education (SpEd) scores are 49% lower than All students in the 8th grade.
- There was a slight decline in overall scores for Approaches, Meets and Masters from the previous year.
- The LEP subgroup scores are 32% lower than All students in the 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

SOCIAL STUDIES

Looking deeper, STAAR 2-year Comparison Performance scores for Social Studies are as follows:

8 th Grade Social Studies	Approaches	Meets	Masters
17-18	74%	39%	35%
18-19	76%	33%	13%

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

- The Special Education (SpEd) scores are 39% lower than All students in the 8th grade.
- The Approaches category for all student showed a slight increase while the Meets and Masters showed decreases from the previous year.
- The LEP subgroup scores are 11% lower than All students in the 8th grade.
- Economically Disadvantaged (ECD) scores do not show a significant variance from the All student group.

Student Academic Needs:

- Increase instructional rigor in Tier 1 Instruction
- 51% of all students met or exceeded expected growth on the 2019 STAAR Math (Domain 2a)
- 68% of all students met or exceeded expected growth on the 2019 STAAR Reading (Domain 2a)
- 34% of 8th grade students did not meet standard on the 2019 STAAR Social Studies (Domain 1)
- Special Education students scores continue to lag behind all other subpops, and did not meet academic achievement growth (Domain 1,2,3)
- 14% of English Learners progressed at least one proficiency level on TELPAS Composite Rating (Domain 3)

Identified for Targeted Support

Several areas are being specifically targeted for improvement. Our White subpopulation is not performing to state targets in Reading, Math or the Student Achievement Domain Score, and our Current SPED subpop is not performing to state targets in Math. In mathematics, all students in all demographic areas are below identified targets. Finally, while the graduation rate remains high, there was no improvement in the rate for the 2018-2019 school year and thus this area has been targeted for improvement.

- Met Standard in All Indexes
- Improvements in passing percentages in all subjects except 8th grade science.
- 7th grade Reading saw increases in 16 different reporting categories from the pervious year.
- African American sub pop saw large increases in 8th grade sceince and 7th grade math Approaches and Meets. (29,22,20)
- Utilize the RTI and SST process to provide interventions for struggling learners.
- Provided tutors for Math and Reading.
- Utilize interventionist effectively for struggling learners.

School Processes & Programs

School Processes & Programs Summary

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

In an effort to improve the leadership capacity of the teaching staff at Lomax Junior High a group of aspiring administrators was created that will be tasked with providing input for improving the processes at LXJ. This group will be meet every 6 weeks and will be tasked with a different process to examine and give input into new creative solutions.

Lomax serves 68 English Language Learners which is a 6 student increase from the previous year, and 55 students participate in the Gifted and Talented program. 28 eighth grade students and 33 seventh graders are identified for 504 services, and 71 students are served through Special Education.

Additionally, the curriculum is designed to supplement limited English proficient students' academic as well as language acquisition needs. Certified teachers are trained in the services needed to provide support language arts instruction for all identified dyslexic students. The language arts team has received additional professional development to support language arts instruction for the identified dyslexic students. Gifted and talented(GT) services are provided to GT identified students during the 7thgrade GT/PreAP language arts class, 7thGrade PreAP science class, the 8thgrade GT/PreAP language arts and 8thgrade GT/PreAP science classes. Students qualify for giftedness in LPISD through a screening process which includes assessments which are both qualitative and quantitative. Students engage in critical and creative thinking, problem solving, leadership, and project-based learning that accelerate their learning opportunities.

The GT classes have been blocked in order to allow GT students more access and time with curriculum designed to meet their unique needs. The campus participates in the LPISD Student Technology Initiative. Tech support is provided by the classroom teachers and technical applications class. Title I and Title III funds are utilized in support for Limited English Proficient(LEP) students, including support materials, extended day tutorials, and professional development in best practices.

The identified dyslexic students are served by one certified and trained ELA teacher in their LOBO Period enrichment class and four ELA core teachers trained in the dyslexic intervention strategies, utilizing the research-based Region IV dyslexic curriculum. Funding for the Math Intervention Teacher is 39% Title I, Part A funds. Special Ed services are provided within the inclusive classroom setting by three Coteach teachers and assisted by the three inclusion paraprofessionals. These paraprofessionals are certified as Highly Qualified. The Focus program is provided both, within the classroom and the Focus setting, by one Focus teacher and two paraprofessionals. A fourth-year program at Lomax for students with autism spectrum disorder is called SAIL. Currently, there are 16 students that participate in this program and they are served by one teacher and two paraprofessionals.

For the third school year Lomax JH will be participating in a new PBIS program in an effort to improve the school culture and cut down on unnecessary instances of students being taken out of the classroom for disciplinary purposes. The program sets expectations for behavior for the various spaces around the campus and provides positive incentives for correct behavior in the form of proud passes and Lobo of the 6 weeks celebrations. In conjunction with this new PBIS program Lomax JH has developed a new discipline management system that was developed by Administration and Staff in an effort to improve the RTI/MTSS program.

A new structured RTI/MTSS program will be continue this year at Lomax Junior High and will be focused on two separate aspects in order to proactively help students achieve success. One of these systems will be focused on instructional intervention while the other will be focused on behavior intervention. All students begin in Tier 1 instructional and behavioral support and will progress to level 2 and three based on need. At each Tier the Campus RTI/MTSS team will meet every 6 weeks in order to evaluate the interventions in place and to determine if more intervention is needed in order to keep the student successful.

While technology is prevalent in the school in the form of laptops they are over 5 years old and can sometimes be unreliable. iPads are being increasingly introduced to the population and have aided in the technology integration of the school. They have also become reconized as tool to aid in the accelration of sturggling students due to the plethora of apps that teachers can utilize to help instrucion be more engaging.

Processes and Programs Needs:

- **Improve aging technology resources**
- **Increase teacher competency in technology integration**
- **Continue strengthening the Rti/MTSS, PBIS, and discipline management plan implemented the prior year**
- **Improve teacher understanding and particiaption in the campus PLC process, including data analysis and the collaborative planning process**
- **Continue strengthening the Campus Safety Plan with an emphasis on campus Threat Assessment Team**

School Processes & Programs Strengths

Lomax Junior High has several strong processes and programs. A few of these are:

- Small group instruction
- Tutoring plan
- Instructional leadership team
- Robust library
- RTI/MTSS process
- Tier 2 and Tier 3 intervention strategies
- Instructional Leadership Team collaboration
- PLC Data Meetings

Technology strengths include:

- Mimeo's
- Envision software
- 2 computer labs
- Classroom sets of laptops for all core classrooms

- Introduction of iPad carts

Perceptions

Perceptions Summary

The attendance rate for Lomax Junior High remained consistent with the previous year and was 95% for the 2019-2020 school year.

There were a total of 1545 days of student instruction missed due to In-School, Out-of-School suspensions, or placement at the DAEP campus that were a result of 367 discipline referrals this year.

There teacher turnover for this past year was more significant than in years past with 10 positions needing to be filled. Of those positions 5 teachers are brand new to the profession, and the remaining 5 have at least two years of experience. Each new teacher is paired with a mentor teacher, and meets regularly to make sure that their transition into their new profession is smooth.

Our school-wide Title I program consists of parent involvement activities that include the annual Lobo Launch, Title I Parent Academy, Fine Arts Festival, 6-weeks Lobo Leader Celebrations, monthly CPOC meetings, SST parent conferences, and regular parent meetings. Our State Compensatory Education (SCE) Program consists of a Math Specialist and a Bilingual paraprofessional. All 8th graders are required to take the Technological Applications and Career Explorations classes where they receive assistance in creating their four-year plan in anticipation of becoming college and/or career ready. Language acquisition is integrated within the four core classes of the Academic Team and served by ESL certified teachers.

Perceptions Strengths

Lomax Junior High has a dedicated staff of educators who work every day because they love students and the school that they teach at. All functions are attended very well by our parents, and parents can be counted on to help when needed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

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

Performance Objective 1: Increase the performance of all student groups in all subjects on the 2021 STAAR by 10% or higher at Meets and Masters grade level as compared to 2019 STAAR scores.

Evaluation Data Sources: LPISD Common Assessments, Map Testing, STAAR

Summative Evaluation: None

Strategy 1: Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring. Strategy's Expected Result/Impact: Additional instructional time, targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR Staff Responsible for Monitoring: Administration, Interventionists, classroom teachers, Tutors, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: EDUSmart - 211 Title I, Part A - \$3,500, Pay for Teacher Tutors - 211 Title I, Part A - \$3,766, Supplies for Tier 1 instruction - 211 Title I, Part A - \$4,774.26	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day. Strategy's Expected Result/Impact: Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR Staff Responsible for Monitoring: Classroom Teachers, Math Specialist, Math Special Ed Specialist, Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: FTE payroll - 211 Title I, Part A - \$30,003	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide targeted support in the ELA classrooms by utilizing data driven resources. Strategy's Expected Result/Impact: Targeted support for students, increased passing percentages in the approaches, meets, and masters scoring on STAAR. Staff Responsible for Monitoring: ELA Teachers, Instructional Leadership teams Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Scope Magazine subscription - 211 Title I, Part A - \$5,528.85	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: Collaborative Leadership, Professional Learning Communities will research, implement and review instructional strategies. Strategy's Expected Result/Impact: The teachers will review, reflect and model a strategy. The increased rigor will yield an achievement gain with our learners. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Science Coach, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Edpuzzle - 211 Title I, Part A - \$1,300	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Ensure that All students Meet or Exceed Growth on the 2021 ELA/READING and MATH STAAR.

Evaluation Data Sources: LPISD Common Assessments, Map Testing, STAAR

Summative Evaluation: None

Strategy 1: Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period. Strategy's Expected Result/Impact: Improved scores on the STAAR exam. Staff Responsible for Monitoring: Teachers, RTI members, Instructional Leadership team. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All LXJ staff will analyze data using eduphoria to target specific subgroups and specific objectives for mastery. Strategy's Expected Result/Impact: Improved scores on the STAAR exam. Staff Responsible for Monitoring: Teachers, RTI members, Instructional Leadership team. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Administration, Instructional Coaches, and teachers will utilize data analysis for each sub pop on all assessments to examine strengths and weaknesses to develop new ways to teach and intervene with all students. Strategy's Expected Result/Impact: Improved scores in the meets and masters levels Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Administer BOY assessments and interim assessments for reading (grade 7-8) and for math (grade 7-8) to inform instruction and identify individual student gaps. Strategy's Expected Result/Impact: Improve student outcomes Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: Lomax JH will increase students performance in the Closing the Achievement Gap domain as evidenced by 18 of 18 student groups achieving Meets on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Frequent student assessments: Checkpoints, Unit Tests; Benchmarks and STAAR scores

Summative Evaluation: None

Strategy 1: Lomax JH will provide ongoing professional development to enhance the instruction and delivery for our learners needing EL support, as well as provide tutoring after school. Strategy's Expected Result/Impact: Increase levels of mastery by EL students evidenced by a higher percentage of students being exited from ESL. Staff Responsible for Monitoring: Administration, Instructional Coaches, interventionists, teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: EL Tutoring - 263 Title III, LEP - \$2,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lomax JH will implement a comprehensive Response To Intervention /Multi-Tiered System of Support, RtI/ MTSS, to provide intervention for learners. Strategy's Expected Result/Impact: Close the achievement gaps of students who have historically displayed low levels of achievement, Did Not Meet, on state assessments. Staff Responsible for Monitoring: Teachers Instructional Coaches Administration Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Lomax JH will secure culturally relevant literature to meet the educational and behavioral needs of all learners. Strategy's Expected Result/Impact: Increased on-task behaviors exhibited to show academic growth and levels of mastery. Staff Responsible for Monitoring: Teachers Instructional Coaches Administration Counselor Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Increase 8th Grade SOCIAL STUDIES scores on 2021 STAAR with 75% meeting standard.

Evaluation Data Sources: 2021 8th Grade STAAR SOCIAL STUDIES

Summative Evaluation: None

Strategy 1: Monitor teacher implementation of the social studies scope and sequence and student engagement with the curriculum via classroom walk-throughs. Strategy's Expected Result/Impact: Student achievement gains Staff Responsible for Monitoring: Administration, Team Lead	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administer TEA interim assessment for grade 8 Social Studies to inform instruction and identify individual student gaps. Strategy's Expected Result/Impact: Student achievement gains Staff Responsible for Monitoring: Administration, Teachers, Team Lead	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: 40% of English Learners will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2019 TELPAS scores.

Evaluation Data Sources: 2021 TELPAS data

Summative Evaluation: None

Strategy 1: Implement the practice for the online listening and speaking portion of the TELPAS assessment using online tools for grades 7-8. Strategy's Expected Result/Impact: A 10% increase in listening, speaking, reading, writing, and overall composite TELPAS scores Staff Responsible for Monitoring: Administration, Teachers, ESL aide.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Increase special education STAAR WRITING scores to 50% Met Standard in grade 7.

Evaluation Data Sources: 2021 STAAR data

Summative Evaluation: None

Strategy 1: Support Special education teachers by providing opportunities for collaboration and common planning with ELA teachers during the PLC to better understand the instructional strategies associated with STAAR writing. Strategy's Expected Result/Impact: Improved writing performance based on assessment data such as checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Administrations, Teachers, Team Leads, Instructional Coaches, SPED teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide online writing tools that can accessed by all students to improve their writing craft. Strategy's Expected Result/Impact: Improved writing performance based on assessment data such as checkpoints, benchmarks, and STAAR data. Staff Responsible for Monitoring: Administrations, Teachers, Team Leads, Instructional Coaches, SPED teachers Funding Sources: Quill - 211 Title I, Part A - \$900, ESSAYPOP - 211 Title I, Part A - \$4,770	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Develop and implement plans to improve campus culture, and management while decreasing student discipline referrals by 10% per year.

Evaluation Data Sources: eSchool data and PIEMS reporting

Summative Evaluation: None

Strategy 1: Develop and implement a campus Crisis Response Team, a Threat management team, and an Emergency Operations Plan. Strategy's Expected Result/Impact: Maintain a safe learning environment to meet the needs of all learners. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselor, Nurse, SRO, CIS,CYS Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to strengthen and refine our comprehensive discipline management plan that correlates to RTI/MTSS, and a PBIS school-wide system. Strategy's Expected Result/Impact: Maintain a safe learning environment to meet the needs of all learners. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Interventionists Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Implement strategies to provide professional learning for educators on campus.

Evaluation Data Sources: Number of opportunities for professional development, and participation rates.

Summative Evaluation: None

Strategy 1: Provide high quality staff development for classroom teachers, administrators, and counselors, to enable them to meet the needs of all students. Strategy's Expected Result/Impact: Improve staff retention, improve school culture, improve the professional development of faculty. Staff Responsible for Monitoring: Instructional Leadership team, Administration, Department Heads Title I Schoolwide Elements: 2.6 Funding Sources: PD Conferences - 211 Title I, Part A - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide quality staff development for teachers and administrators of bilingual/ESL students, as well as increase the number of teacher with ESL Endorsement. Strategy's Expected Result/Impact: Improve professional development of faculty and administration. Improve LEP students scores on STAAR exams. Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 2.6 Funding Sources: TEXTESOL conference and Title 3 symposium (Travel, Registration, Accommodations) - 263 Title III, LEP - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Establish a baseline for the purpose of measuring parent and community involvement.

Evaluation Data Sources: Documentation of advertised opportunities
Attendance by parents/community members at campus activities
Informal tracking of attendance at activities, awards, and other campus events

Summative Evaluation: None

Strategy 1: Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community. Strategy's Expected Result/Impact: Improve community involvement Staff Responsible for Monitoring: Teachers, Administration, CPOC, Instructional Leadership Team Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Refreshments - 211 Title I, Part A - \$795	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Professional Staff will demonstrate required technology competencies as measured by 100% mastery of the SBEC technology Application Standards and district teacher/student productivity software.

Evaluation Data Sources: Technology work orders, campus PD sign-in sheets, Powerwalk data

Summative Evaluation: None

Strategy 1: Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver. Strategy's Expected Result/Impact: Increase integration of technology in the learning environment. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Technology Department Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide instructional technology to be utilized for instruction to support technology integration and provide accelerated learning for those programs, as well as increased student proficiency over a variety of platforms. Strategy's Expected Result/Impact: Increase integration of technology in the learning environment, and accelerate instruction for the SSI and summer school programs. Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Supplemental Instructional Technology Resources - 211 Title I, Part A - \$19,001.15, Supplemental technology resources - 263 Title III, LEP - \$1,352	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 Lomax Junior High Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 Lomax Junior High Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the Lomax Juniur High office.

2.4: Opportunities for all children to meet State standards

- Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
- Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.
- Provide targeted support in the ELA classrooms by utilizing data driven resources
- Collaborative Leadership, Professional Learning Communities will research, implement and review instructional strategies
- Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period
- All LXJ staff will analyze data using euphoria to target specific subgroups and specific objectives for mastery.
- Develop and implement a campus Crisis Response Team, a Threat management team, and an Emergency Operations Plan.
- Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.

2.5: Increased learning time and well-rounded education

- Develop a comprehensive discipline management plan that correlates to MTSS/RtI, and a PBIS school-wide system.
- Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
- Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.
- Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.
- Specifically target student deficits using the MAP test, and couple that with specific intervention using edgenuity in the classroom and the intervention period.

2.6: Address needs of all students, particularly at-risk

- Provide high quality staff development for classroom teachers to enable them to meet the needs for their students to be successful for 100% of classroom teachers in the core contents with an emphasis on math and science.
- Provide quality staff development for teachers and administrators of bilingual/ESL students, as well as increase the number of teacher with ESL Endorsement.
- Provide staff development to support technology integration projects and provide opportunities to enhance instructional deliver.
- Struggling students will receive additional support within the classroom setting, acceleration class, small group instruction and after school through team teaching, coaching and tutoring, as well as specific targeted tutor for struggling ELL students.
- Instruction will be differentiated to meet all student needs, by providing acceleration labs during the school day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.

3.2: Offer flexible number of parent involvement meetings

Throughout the 2019-2020 school year parent meetings will be held at LXJ in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fredna Lussier	Interventionist	Math Interventionist	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EDUSmart		\$3,500.00
1	1	1	Pay for Teacher Tutors		\$3,766.00
1	1	1	Supplies for Tier 1 instruction		\$4,774.26
1	1	2	FTE payroll		\$30,003.00
1	1	3	Scope Magazine subscription		\$5,528.85
1	1	4	Edpuzzle		\$1,300.00
1	6	2	Quill		\$900.00
1	6	2	ESSAYPOP		\$4,770.00
3	1	1	PD Conferences		\$5,000.00
4	1	1	Refreshments		\$795.00
5	1	2	Supplemental Instructional Technology Resources		\$19,001.15
Sub-Total					\$79,338.26
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	EL Tutoring		\$2,000.00
3	1	2	TEXTESOL conference and Title 3 symposium (Travel, Registration, Accommodations)		\$1,000.00
5	1	2	Supplemental technology resources		\$1,352.00
Sub-Total					\$4,352.00
Grand Total					\$83,690.26

La Porte Independent School District

La Porte High School

Campus Improvement Plan

2020-2021



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	7
School Processes & Programs	10
Perceptions	12
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	14
Goal 2: Provide a safe, secure and disciplined learning environment	23
Goal 3: Attract, develop and retain excellent staff	26
Goal 4: Promote family engagement and active involvement of the community in the education of our students	28
Goal 5: Ensure and demonstrate efficient and effective use of district resources	29
Title I Schoolwide Elements	31
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	31
1.1: Comprehensive Needs Assessment	31
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	31
2.3: Available to parents and community in an understandable format and language	31
2.4: Opportunities for all children to meet State standards	31
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	33
3.1: Develop and distribute Parent and Family Engagement Policy	33
3.2: Offer flexible number of parent involvement meetings	33
Title I Personnel	35
Campus Funding Summary	36

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 September 29, 2020, is 1,960. The ethnic breakdown of the school is as follows:

Hispanic	52.3%
White	35.67%
African American	9.23%
American Indian	0.66%
Asian	1.63%
Pacific Islander	0.41%

Student enrollment breakdown by group is as follows:

Economically Disadvantaged	37.64%
English Learner	9.29%
Special Education	10.76%
504	7.50%
At-Risk	46.63%
Homeless	0.96%

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.

The numbers of EL students on the campus continues to rise. As a result, LPHS will need to continue to improve in the instruction of these students.

Demographic Needs:

- Our Special Education 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

For the 2019-2020 school year, La Porte High school received a "B" rating in the current accountability system. 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 Grade Level or higher. The data indicates that while Biology is down from 2016, all other areas have remained stable or increased.

	2017	2018	2019
English 1	63%	65%	63%
English 2	67%	67%	66%
Algebra 1	75%	78%	66%
Biology	84%	85%	87%
US History	91%	95%	95%

The 2019 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
All Subjects	75%	53%	15%
English/Language Arts	66%	49%	6%
Algebra 1	68%	32%	12%
Biology	86%	59%	17%
US History	95%	80%	45%

Several areas are being specifically targeted for improvement. In reading, our White and. SPED students are not performing to state targets. In mathematics, all students in all demographic areas are below identified targets. Finally, while the graduation rate remains high, there was no improvement in the rate for the 2018-2019 school year and thus this area has been targeted for improvement.

PSAT

2018	xxxxx	xxxxx	2019	xxxxx	xxxxx
Met Both	Met ERW	Met Math	Met Both	Met ERW	Met Mat
28%	50%	25%	25%	48%	29%

All Sophomores and targeted Juniors are provided an opportunity to take the PSAT free of charge. In 2020, 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.

SAT

2019			2020		
Met Both	Met ERW	Met Math	Met Both	Met ERW	Met Math
22%	46%	25%	25%	48%	29%

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

AP School Summary

	2016	2017	2018	2019	2020
Total AP Students	432	322	406	382	290
Number of Exams	755	635	675	557	430
AP Students with Scores of 3+	111	97	146	124	132
% of Total AP Students with 3+	25.7	30.1	36.0	32.5	45.5

La Porte High School continued to increase its numbers of AP Scholars during the 2020 school year. 30 students qualified as AP Scholars; 3 students qualified as AP Scholars with Honor; and 6 students qualified as AP Scholars with Distinction. 6 students also received the AP Seminar and Research Certificate.

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.**
- **Increase the numbers of students who graduate College, Career, and Military Ready.**

Student Learning Strengths

- LPHS overall accountability rating increased from a "C" to a "B" rating.
- Biology Approaches rates continue to improve while US History Remains strong.
- The ACE/Dual Credit programs continue to grow, allowing increasing numbers of students to graduate with college credit and/or Associates Degrees from San Jacinto College.
- The campus has begun a Dual Credit Maritime Program with San Jacinto College to prepare students to begin a career in the maritime industry.

- Performance on AP continues to improve and the numbers of AP Scholars continue to rise.
- LPHS had a National Merit Semifinalist for the 2019-2020 school year.

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 182 English Learners (EL), 211 students with Special Education (SPED) services, and 243 Gifted and Talented (GT) students. 147 students have been identified for 504 services.

EL students are served by both direct instruction from ESL certified instructors and by core teachers using specific strategies to meet the unique needs of ELs. 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 100 students in its ACE program. LPHS also provides Dual College-High School classes to 175 students outside of the ACE program. Three of the Dual Enrollment students are participating in the newly designed Maritime Program.

In an effort to reduce discipline issues on the campus, LPHS implemented a restorative discipline program. 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. The period is designed to help teachers build relationships with students, monitor grades and attendance, provide academic assistance to students, and to encourage participation in student organizations. However, the period will only meet on an intermittent basis this year.

School Processes & Programs Needs:

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.**

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 2 school year.
- La Porte High School practices restorative disciplinary practices that have led to a marked decrease in Out-of-School placements and a decrease in instances of mutual combat at school.

Perceptions

Perceptions Summary

The attendance rate for La Porte High school was 93.90% for the 2019-2020 school year. This was a drop of 1.61% from the 2018-2019 school year.

There were 303 ISS placements, 14 OSS placements, and 40 DAEP placements compared to 885, 29, and 71 in 2018-2019. 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee 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

Goals

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

Performance Objective 1: The percentage of students meeting the approaches grade level and above on ELA 1 & 2 and Algebra 1, in all demographic groups, will increase by 5%; the percentage of students meeting the approaches grade level or above in Biology and US History, in all demographic groups, will increase by 5%; the graduation rate for students in all demographic groups will increase by 1%; and the percentage of graduates who are College, Career, and Military Ready will increase by 5%.

Evaluation Data Sources: STAAR Campus performance reports.

Summative Evaluation: None

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 Edgenuity. Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams. Staff Responsible for Monitoring: LPHS/DAEP Administration, Counselors, Teachers, and Tutors. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 211 Title I, Part A - \$5,000, Extra Duty Pay - 211 Title I, Part A - \$13,075	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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: Administrators, Department Chairs. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide after school tutorials specific to English Learners. Strategy's Expected Result/Impact: Increased learning time for EL students and increased performance in academic performance including the STAAR End-of-Course Exams (EOC). Staff Responsible for Monitoring: Administrators, Teachers, and Tutors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Pay for after school tutors. - 263 Title III, LEP - \$6,064	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: 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 Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Teacher/Student Devices - 211 Title I, Part A - \$90,518.70	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: LPHS will refine the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, provide important information and training, and encourage students to take a greater part in campus life. Strategy's Expected Result/Impact: The advisory process is designed to primarily build relationships with students. Each student will have one teacher that they can go to for any needed information. Teachers will monitor advisees performance in and intervene. The improved relationships will lead to increased student engagement in school. This time will also provide opportunities for tutorials and information on a variety of non-academic topics. Staff Responsible for Monitoring: Teachers, Leadership Team, Administration. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: LPHS will evaluate and refine its Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) process to better meet the academic and behavioral needs of students. 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 Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: The LPISD Secondary DAEP will support LPHS' efforts to evaluate and refine its Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) process to better meet the academic and behavioral needs of students. Strategy's Expected Result/Impact: Students academic needs will be identified earlier and interventions will be set in place earlier. This will result in reduced failure rates and increased student performance on STAAR End-of-Course Exams (EOC). Staff Responsible for Monitoring: DAEP Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams. Strategy's Expected Result/Impact: More effective meetings will lead to better data analysis and better planning for instruction and intervention. Staff Responsible for Monitoring: Administration and Department Chairs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 211 Title I, Part A - \$5,070.01, Teacher Travel - 211 Title I, Part A - \$3,000, Admin Travel - 211 Title I, Part A - \$6,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9: LPHS will expand Common Formative Assessments/Checkpoints to all academic areas. Strategy's Expected Result/Impact: Increased monitoring of learning in all academic areas will lead to increased passing rates. Staff Responsible for Monitoring: Administration and Department Chairs. Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: LPHS/Secondary DAEP will provide staff development in effective EL strategies. Strategy's Expected Result/Impact: Better implementation of effective EL 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 (EOC). Staff Responsible for Monitoring: LPHS/Secondary DAEP Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Training - 263 Title III, LEP - \$4,426, ESC Services - 263 Title III, LEP - \$6,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: LPHS/Secondary DAEP will provide credit recovery classes during school 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 Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Teacher Salary (Edgenuity) - 211 Title I, Part A - \$74,773.07	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: LPHS will redesign tutorials to provide better opportunities for all students to participate. Strategy's Expected Result/Impact: This will result in higher attendance rates at offered tutorials and credit recovery classes. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Reclassification Transportation Expenditures - 211 Title I, Part A - \$15,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13: LPHS will continue to enhance the Library by increasing the learning resources available to students. Strategy's Expected Result/Impact: The additional of additional resources available to students will create a learning environment more suited to 21st century learning. Students will then be more prepared to enter postsecondary education and the workforce. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 211 Title I, Part A - \$10,000, Technology (Added \$6,550 for Extra Allocation) - 211 Title I, Part A - \$20,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 14: 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: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15: The Secondary DAEP will provide tutorials for students during the school day. Strategy's Expected Result/Impact: Improved EOC performance. Staff Responsible for Monitoring: Secondary DAEP Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16: 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 in academic performance for special needs students. Staff Responsible for Monitoring: Principal. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 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.

Summative Evaluation: None

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. Title I Schoolwide Elements: 2.5, 3.2 Funding Sources: Meeting supplies - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The LPHS Leadership will work to develop a new policy regarding weighted credit for AP courses in an effort to increase participation in AP exams. Strategy's Expected Result/Impact: Assist in helping teachers increase the rigor of course work and motivate students to seek college credit via AP courses. Staff Responsible for Monitoring: Administration, Campus Leadership Team Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Training for Implementation of Instructional Strategies. - 211 Title I, Part A - \$20,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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: Administration Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: 100% of Juniors will take either the ACT or SAT test. The percentage of Seniors haven taken either the SAT or ACT test will increase to 100%.

Evaluation Data Sources: Student ACT and SAT participation reports.

Summative Evaluation: None

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. Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 will on SAT. Strategy's Expected Result/Impact: Participation and performance on SAT will increase. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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: The composite scale score and both the SAT and ACT tests will increase by 10%.

Evaluation Data Sources: ACT and SAT performance reports.

Summative Evaluation: None

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 Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: LPHS will seek out and implement 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: Administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: LPHS will communicate to 10-12 grade students the ACT/SAT Prep opportunities to students available in Edgenuity Strategy's Expected Result/Impact: Additional exposure to material will result in increased student performance on ACT/SAT. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Power Walk Data Reports.

Summative Evaluation: None

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: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 6: The % of all graduates for the 2020-2021 school year who are college and career ready according to the Texas accountability standards will increase by 10%.

Evaluation Data Sources: PEIMS Data

Summative Evaluation: None

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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The LPHS will provide increased opportunities for students to become College, Career, and Military Ready by graduation. Strategy's Expected Result/Impact: Students will be better prepared for the life after high school. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Certification and miscellaneous supplies for CCMR - 211 Title I, Part A - \$20,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: LPHS Staff will participate in Region 4 professional development activities including but not limited to accountability training and other compliance initiatives. Strategy's Expected Result/Impact: A better trained staff will understand the rules and regulations regarding state and federal accountability. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: LPHS will conduct a variety of activities to promote college and careers. Strategy's Expected Result/Impact: Participation in these activities will increase numbers of students meeting CCMR standards and enrolling in post-secondary education. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: LPHS will assign on professional employee the duties of CCMR Coordinator to monitor the CCMR status of all students and work with counselors to design plans for all students to be College, Career, and/or Military Ready. Strategy's Expected Result/Impact: Improved monitoring of CCMR status and subsequently developed plans will increase the numbers of students who graduate College, Career, and Military Ready. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: La Porte High School will have a 10% decrease in the number of ISS placements, DAEP placements, and suspensions on campus for the 2020-2021 school year.

Evaluation Data Sources: Student discipline data.

Summative Evaluation: None

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. Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: LPHS staff will study the book "Discipline in the Secondary Classroom". Strategy's Expected Result/Impact: Information from the book will be used to promote consistence in discipline enforcement across the campus. The use of common language and practices will clarify expectations of behavior for students and provide teachers more tools for handling discipline issues. The result will be a decrease in major discipline infractions on the campus. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 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	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: The attendance rate at La Porte High school will increase to 95% and decrease students instances of tardiness by 10% for the 2020-2021 school year.

Evaluation Data Sources: Student attendance data.

Summative Evaluation: None

Strategy 1: The LPHS Leadership Team will develop and 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: Administration and Campus Leadership Team. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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 Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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.

Summative Evaluation: None

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 Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Teacher participation in campus decision-making will increase by 50% for the 2020-2021 school year.

Evaluation Data Sources: Numbers of teachers participating in committees and campus surveys.

Summative Evaluation: None

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: Administration and Campus Leadership Team	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 2020-2021 school year.

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

Summative Evaluation: None

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: Administrative Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Quality communication to stakeholders will increase for the 2020-2021 school year.

Evaluation Data Sources: Communication documentation.

Summative Evaluation: None

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. 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. Staff Responsible for Monitoring: Administration. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 Funding Sources: Parent Involvement Supplies - 211 Title I, Part A - \$2,500, Parent Involvement Operating Costs - 211 Title I, Part A - \$1,500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: LPHS will establish a PTSA. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Summative Evaluation: None

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: LPHS/Secondary DAEP Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Please see the 2019-2020 La Porte High School Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see the 2019-2020 La Porte High School Campus Improvement Plan.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee will meet 4 times a year to monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted on the LPISD website and available at the La Porte High School Office.

2.4: Opportunities for all children to meet State standards

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
- LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
- Provide after school tutorials specific to English Learners.
- LPHS will provide training for teachers for the successful integration of technology in the classroom.
- LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.
- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
- LPHS will provide staff development in effective EL strategies.
- LPHS will provide credit recovery classes during school to assist students in regain course credit.
- LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
- LPHS will continue to enhance the Library by increasing the learning resources available to students.
- LPHS will provide training for AP teachers at various AP workshops.
- LPHS will provide ACT/SAT instruction during the Bulldog period.

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.

- The LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
- The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly call out, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus

2.5: Increased learning time and well-rounded education

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
- LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
- Provide after school tutorials specific to English Learners.
- LPHS will provide training for teachers for the successful integration of technology in the classroom.
- LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.
- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
- LPHS will expand Common Formative Assessments/Checkpoints to all academic areas.
- LPHS will provide staff development in effective EL strategies.
- LPHS will provide credit recovery classes during school to assist students in regain course credit.
- LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
- LPHS will continue to enhance the Library by increasing the learning resources available to students.
- 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.
- The LPHS Leadership will work to develop a new policy regarding weighted credit for AP courses in an effort to increase participation in AP exams.
- LPHS will provide training for AP teachers at various AP workshops.
- LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class.
- LPHS will provide ACT/SAT instruction during the Bulldog period.
- 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.
- The LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
- The LPHS Leadership team will develop/adopt a program for discipline management at the high school.
- The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly call out, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

2.6: Address needs of all students, particularly at-risk

- LPHS will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.
- LPHS will provide rigorous instruction by continuing to implement the Fundamental 5 strategies with increased fidelity.
- Provide after school tutorials specific to English Learners.
- LPHS will provide training for teachers for the successful integration of technology in the classroom.
- LPHS will evaluate and refine its Response to Intervention (RtI) process to better meet the academic and behavioral needs of students.
- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will provide training in Professional Learning Communities to improve the performance and efficiency of subject-based teams.
- LPHS will expand Common Formative Assessments/Checkpoints to all academic areas.
- LPHS will provide staff development in effective EL strategies.
- LPHS will provide credit recovery classes during school to assist students in regain course credit.
- LPHS will provide transportation for students needing to attend tutorials and credit recovery after school.
- LPHS will continue to enhance the Library by increasing the learning resources available to students.
- LPHS will provide training for AP teachers at various AP workshops.
- LPHS will conduct an SAT school day in the Spring semester for all members of the Junior class.
- LPHS will provide ACT/SAT instruction during the Bulldog period.
- 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.
- LPHS will provide increase opportunities for students to acquire certifications and/or licenses prior to graduation.
- LPHS will provide training in Restorative Discipline to all staff.
- The LPHS Leadership team will develop/adopt a program for discipline management at the high school.
- The LPHS Leadership Team will develop a program of incentives for exemplary student attendance.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- LPHS will be supported through Pregnancy Related Services. A support person will spend 2 periods/day at LPHS supporting these students as needed.
- Teachers will be surveyed for Professional Development needs. Based on this needs assessment, teacher-led PD will be designed and a schedule for presentations will be developed.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly call out, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- LPHS will redesign the Advisory (Bulldog) period to better meet the emotional and academic needs of students. Teachers will build relationships, monitor grades and attendance, provide academic support, and encourage students to take a greater part in campus life.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- The principal will increase communication to stakeholders via a weekly newsletter, a weekly call out, parent meetings and frequent communications using the Remind App and School Messenger service.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

3.2: Offer flexible number of parent involvement meetings

508

- 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.
- LPHS will use multiple means of communication including newsletters, call outs, parent meetings, etc. to communicate the importance of good attendance at school.
- The principal will ensure that all available funds are spent. Furthermore these funds will be used to address specific, identified needs of the LPHS campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bryant Upshaw	Credit Recovery Teacher	LPHS Credit Recovery	
Marilyn Smith	PEP Teacher	Pregnancy Related Services	

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies		\$5,000.00
1	1	1	Extra Duty Pay		\$13,075.00
1	1	4	Teacher/Student Devices		\$90,518.70
1	1	8	General Supplies		\$5,070.01
1	1	8	Teacher Travel		\$3,000.00
1	1	8	Admin Travel		\$6,000.00
1	1	11	Teacher Salary (Edgenuity)		\$74,773.07
1	1	12	Reclassification Transportation Expenditures		\$15,000.00
1	1	13	General Supplies		\$10,000.00
1	1	13	Technology (Added \$6,550 for Extra Allocation)		\$20,000.00
1	2	1	Meeting supplies		\$1,000.00
1	2	3	Training for Implementation of Instructional Strategies.		\$20,000.00
1	6	2	Certification and miscellaneous supplies for CCMR		\$20,000.00
4	1	1	Parent Involvement Supplies		\$2,500.00
4	1	1	Parent Involvement Operating Costs		\$1,500.00
Sub-Total					\$287,436.78
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Pay for after school tutors.		\$6,064.00
1	1	10	Training		\$4,426.00
1	1	10	ESC Services		\$6,000.00
Sub-Total					\$16,490.00
Grand Total					\$303,926.78

La Porte Independent School District
The Academy Of Viola DeWalt High School
Campus Improvement Plan
2020-2021



Mission Statement

The Academy of the Viola DeWalt High School will ensure that each student develops self-confidence, sets and achieves academic and social goals, and becomes a responsible, contributing member of a global society.

Vision

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

Value Statement

In ourselves our future lies....

From here, it's possible

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.	12
Goal 2: Provide a safe, secure and disciplined learning environment.	19
Goal 3: Attract, develop and retain excellent staff.	21
Goal 4: Promote family engagement and active involvement of the community in the education of our students.	23
Goal 5: Ensure and demonstrate efficient and effective use of district resources.	25
Campus Funding Summary	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Academy of Viola DeWalt High School will serve as the LPISD school of choice designed to serve the needs of the at-risk student population through a unique educational environment. To enroll at The Academy, you must complete an application process and a personal interview with campus administration.

With a maximum student enrollment of 200 students in grades 9-12, The Academy is able to provide smaller class sizes, excellent teachers, innovative instruction, extra tutoring, opportunities for remedial work and credit recovery, less distractions, and a specialized support system to help with other issues that can make the school years difficult. The Academy will offer programs which lead to job certifications in the areas of health science, maritime, and process technology to name a few. Through individualized attention, students will feel connected to an academic community that emphasizes success as its top priority. The Academy of Viola DeWalt High School is a place where it's possible.

The Academy utilizes a shuttle system for students that need certain classes only offered at LPHS. For the 2018-2019 school year, The Academy shuttled 26 students. For 2019-2020, The Academy will shuttle 75 students for LPHS classes and 4 students for dual enrollment classes including a student at the San Jacinto Maritime Center.

The Academy will continue to offer an active student council. The Academy also offers a yearbook class as well as several clubs and organizations for students to be involved in including robotics, gaming, and film history.

Students - as of 8/30/2019, The Academy has 200 students enrolled.

At-Risk	90%
SPED	18.5%
504	14%
LEP	6%
White	81%
African American	11%
Hispanic	29%

STAFF

Administration	Certified Staff	Certified Elective Staff	Paraprofessionals
Principal - 1	ELA - 3	Art - 1	Secretary/Attendance Clerk/Registrar - 1
Counselor - 1	Math – 2	CTE – 1.4* (Nurse teaches 4 health classes)	Instructional - OPEN

Administration	Certified Staff	Certified Elective Staff	Paraprofessionals
Assistant Principal - 1	Social Studies – 2	Spanish - 1 (2 .5s)	Custodian - 1
Nurse - 1*	Science - 3	Edgenuity/CL - 2	Cafeteria - 2
		Special Education - 2	Grant-Funded Counselor Clerk - .5
		Physical Education - 1	

Demographics Strengths

Our demographic strengths include the following:

- Student interest in school involvement as evidenced by the student council numbers;
- The variety of programs offered this year that allow for more student choice; and
- A teacher to student ratio of 1:15 in most classes.

Student Learning

Student Learning Summary

- As evidenced in our 2019 EOC STAAR scores, the Academy increased from 57% Approaches to 70% Approaches in Algebra I.
- Our ELA I and II Approaches scores remained about the same and our Biology and US History scores decreased.
- While overall, the accountability rating for 2019 was a B, we have significant work to do for the Closing the Gap domain.
- The students in All Students, White, and Economically Disadvantaged missed the Federal Academic target in Reading and Math.
- The students in the All Students category missed the School Quality CCMR Federal Academic target.
- For this school year, our student population has increased which will add the Hispanic and Special Education subpopulation to the Closing the Gaps domain.
- The Academy needs to continue working with students to support them in receiving industry certificates. We anticipate our certificates to increase within the next 2 school years. Students that transfer to the Academy from La Porte High School are generally behind in credits and have not successfully passed their STAAR EOCs which increase the difficulty of having enough time and opportunity to take college classes. Students that began at the Academy are not behind in credits and will have increased opportunities for certifications and dual enrollment beginning next year as they become juniors.
- The Academy needs to plan meaningful remediation for students that are in need of retesting in an EOC area.

	2017			2018			2019		
	#	Approaches	Meets	#	Approaches	Meets	#	Approaches	Meets
English 1	38	37%		31	42%		31	41%	20%
English 2	33	66%		34	44%		45	42%	21%
Algebra 1	33	58%		23	57%		22	70%	4%
Biology	30	63%		23	78%		21	68%	26%
US History	5	100%		32	84%		42	78%	38%

ELA 1 2019

	#	Approaches	Meets
Eco Dis	12	33%	17%
African American	1	100%	100%
Hispanic	6	33%	0%
White	24	38%	29%
LEP	0		
Special Education	6	50%	17%

ELA 2 2019

	#	Approaches	Meets
Eco Dis	23	48%	22%
African American	1	100%	100%
Hispanic	12	33%	25%
White	30	47%	20%
LEP	1	100%	0%
Special Education	3	0%	0%

Algebra I 2019

Approaches Meets

518

Algebra I 2019

Eco Dis	9	56%	11%
African American	1	100%	0%
Hispanic	6	67%	0%
White	15	60%	20%
LEP	1	100%	0%
Special Education	6	33%	0%

Biology 2019

	#	Approaches	Meets
Eco Dis	9	56%	11%
African American	0		
Hispanic	6	50%	0%
White	15	67%	40%
LEP	0		
Special Education	6	67%	17%

US History 2019

	#	Approaches	Meets
Eco Dis	18	83%	39%
African American	2	50%	50%
Hispanic	12	75%	50%
White	26	81%	42%
LEP	2	100%	0%
Special Education	3	67%	0%

Student Learning Strengths

- Increased Algebra I Approaches scores from 57% to 70%.
- We have increased our dual enrollment students from 2 in 2018-2019 to 4 in 2019-2020.
- We have 1 student enrolled in the San Jacinto College Maritime program.
- We are working to become a certified testing site for Microsoft for our students to become Microsoft certified.
- The Academy had a 92.5% graduation rate for 2019 which did meet the Federal Academic Target.
- The Academy continues to have students regain credits previously lost and students take initial credit classes in order to graduate early.
- This year the Academy is expecting 75 graduates throughout the school year.

School Processes & Programs

School Processes & Programs Summary

For the 2019-2020 school year, The Academy continues to expand our campus by almost doubling our number of students this year to 200. Students have options currently to work through a more traditional instructional setting or work in Edgenuity for credit recovery and initial credit. As we continue to progress the program, we will offer more opportunities for personalized instruction and project-based learning. Students are able to recover previous credits lost and in many cases, work to graduate high school early.

We offer all of our core classes on campus and some electives - Art, Spanish, Foundation CTE classes, and Yearbook for this school year. We have 4 students in dual enrollment this year and are also offering all graduation plans instead of only offering the foundation plan.

Every teacher has multiple preps in their content area. We offer an enrichment time during the day - LEAD time - in which twice a week, students may choose an activity/club to attend such as robotics, gaming, meditation, student council, edgenuity, or library time.

We were fortunate this year to house a Community Youth Services counselor to provide services to all of our students.

School Processes & Programs Strengths

According to a staff survey, our strengths include the following:

- Students learn in an environment that is physically and emotionally safe.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Students are able to recover credits and graduate on time or early as needed.

Perceptions

Perceptions Summary

The Academy of Viola DeWalt High School believes that each child is unique and deserves a learning environment that recognizes that individuality. As we continue to build our program, students will have additional opportunities for personalized learning.

All staff members at The Academy recognize that students have various social and emotional needs that require support services as well and are equipped to work with the at-risk students that we serve.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee 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

Goals

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

Performance Objective 1: Provide support services to meet all students' academic, social, and emotional learning needs.

Evaluation Data Sources: Daily Academy Hour
Student Goal-Setting; Reflection Folder Documents
EOC Scores

Summative Evaluation: None

Strategy 1: Individual student success meetings will be held each six weeks or more if needed, to reflect on strengths and weaknesses in academics, attendance, and social and emotional learning. Strategy's Expected Result/Impact: Students will take ownership of their learning which will lead to increased accountability through academics, social and emotional learning. Staff Responsible for Monitoring: Principal Assistant Principal Advisory Teachers Counselor CYS	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide counseling services on an as-needed basis for all students to discuss a variety of topics including personal and academic needs. Strategy's Expected Result/Impact: Students will have a safe environment to express their needs. Staff Responsible for Monitoring: Principal Assistant Principal Counselor CYS	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All EOC content teachers have a designated intervention/tutorial class period for Tier 2 support in these content areas. Strategy's Expected Result/Impact: Students will be successful on their assigned EOCs. Staff Responsible for Monitoring: Principal, Assistant Principal, EOC Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Increase the performance of all student groups in all subjects on 2020-2021 STAAR EOC by 10% or higher at Meets and Masters grade level.

Evaluation Data Sources: Unit Assessments
Benchmark
EOC

Summative Evaluation: None

Strategy 1: Utilize research-based instructional strategies to increase student achievement including Edgenuity, Blended Learning, Personalized Learning, Project/Problem-Based Learning, Marzano, and Lead4Ward. Strategy's Expected Result/Impact: Students will increase academic knowledge and increase EOC scores. Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow the district scope and sequence allowing for individualized needs to support Tier I instruction and target specific student interventions based on student academic needs. Strategy's Expected Result/Impact: Student achievement gains on STAAR data. Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Provide all students options to enroll in a 2-year, 4-year, technical, or military post-secondary institution.

Evaluation Data Sources: Degree Plans, Kudor

Summative Evaluation: None

Strategy 1: Partner with San Jacinto College to provide opportunities for students to receive industry-based certifications and support for junior college enrollment. Strategy's Expected Result/Impact: Increase in the number of students receiving industry based certifications. Increase in the number of students enrolling in community college. Staff Responsible for Monitoring: Principal Assistant Principal CTE Teachers Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide students with the opportunity to graduate on a 26+ degree plan and provide exposure to 4-year colleges and universities for consideration. Strategy's Expected Result/Impact: Increase in the number of students receiving a 26+ diploma. Increase in the number of students enrolling in a 4-year college or university. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide exposure to military recruiters and military options including opportunities to take the ASVAB. Strategy's Expected Result/Impact: Students will expand their post-secondary opportunities. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Implement Kudor software for students and parents to track their post-secondary goals. Strategy's Expected Result/Impact: Students will take ownership of post-secondary goals. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Continue expanding certification opportunities on-campus for students: - Drone Club - FAA Part 107 Remote Drone Pilot certification - Microsoft Office certifications (Word, Excel, Powerpoint). Strategy's Expected Result/Impact: Increase student certifications and post-graduation opportunities. Staff Responsible for Monitoring: Principal Assistant Principal CTE Teachers Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Increase the number of students involved in extra-curricular activities either at The Academy or at LPHS to 50%.

Evaluation Data Sources: Sign-in sheets

Class Choice

Summative Evaluation: None

Strategy 1: Partner with La Porte High School for options for extra-curricular activities such as ROTC, Fine Arts, Athletics. Strategy's Expected Result/Impact: Students will have increased achievement through engagement in the school environment. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to implement multiple options on campus for student extra-curricular activities such as Student Council, Yearbook, and others such as robotics, gaming, etc. Strategy's Expected Result/Impact: Students will be involved and engaged in campus activities that will enrich their academics. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 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 attendance rate from 85% to 92% for the entire campus.

Evaluation Data Sources: Attendance reports

Summative Evaluation: None

Strategy 1: Organize and communicate attendance incentives each 6 weeks. Strategy's Expected Result/Impact: Students will attend school on a regular basis to decrease credit loss. Staff Responsible for Monitoring: Principal Assistant Principal Student Council Sponsor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Collaborate with Truancy Officer to conduct home visits for frequent attendance issues. Strategy's Expected Result/Impact: Students will decrease attendance issues. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Communicate with parents regarding absenteeism daily. Strategy's Expected Result/Impact: Students will increase credit recovery, initial credit, and instructional knowledge. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Assist LEP students with academic needs such as credit recovery, initial credit issuance, and EOC assessment tutorials and practice.

Evaluation Data Sources: EOC scores
Transcripts

Summative Evaluation: None

Strategy 1: Through monitoring and targeted practice and remediation instruction, LEP students will recover credits and increase scores on EOC assessments. Strategy's Expected Result/Impact: LEP students will be on track to graduate on time with appropriate academic knowledge. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Funding Sources: Tutorial Supplies; Reading Materials; Headphones - 263 Title III, LEP - \$576	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: Increase passing percentage of EOC retesters by 10% on the 2020-2021 STAAR EOCs.

Strategy 1: Provide remediation tutorials for retesters through enrichment time. Strategy's Expected Result/Impact: Students will successfully pass the EOCs needed for timely graduation. Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Using the Restorative Justice practice, decrease major discipline referrals to 0%.

Evaluation Data Sources: Behavior Referrals

Student/Staff Surveys

Student Goal-Setting & Reflection Data

Summative Evaluation: None

Strategy 1: Academy Hour Advisory will be used at least once per 6 weeks to conduct check in and check out restorative circles. Strategy's Expected Result/Impact: Students will have an opportunity to address concerns and needs. Staff Responsible for Monitoring: Principal Assistant Principal Counselor CYS Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Academy Hour will be used daily to offer students opportunities for school involvement. Strategy's Expected Result/Impact: Students have an opportunity to get involved in a hobby or interest to increase their self-confidence and social-emotional well-being. Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide students an opportunity to communicate and solve problems through restorative conversations. Strategy's Expected Result/Impact: Students will have a place to feel valued and heard and an opportunity to address any concerns. Staff Responsible for Monitoring: Principal Assistant Principal Counselor CYS Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Campus processes and procedures will be implemented to ensure and maintain a safe and orderly environment conducive to student learning.

Strategy 1: Conduct 1 fire drill each month. Strategy's Expected Result/Impact: Students and staff will be prepared for fire hazard situations. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Per district policy, complete each safety drill once per semester or as otherwise directed. Strategy's Expected Result/Impact: Staff and students will be prepared for safety situations. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Provide research-based professional development for campus teachers at least 1 time per six weeks designed to improve understanding and implementation of research-based strategies and instruction.

Evaluation Data Sources: Walk-Throughs
Observations
Sign-In Sheets
Power Walks

Summative Evaluation: None

Strategy 1: Utilize instructional coaches, content and technology, to implement research-based strategies in classrooms. Strategy's Expected Result/Impact: Improved instructional rigor and relevance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 2: Through the use of Power Walks, ensure that all staff has 100% implementation of the Fundamental 5 components.

Evaluation Data Sources: Power Walks
Walk-Throughs
Observations

Summative Evaluation: None

Strategy 1: Staff will implement the Fundamental 5 in all of their instruction. Strategy's Expected Result/Impact: Students will have multiple opportunities to be academically engaged and successful. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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 1: Provide at least two parent involvement activities throughout the school year.

Evaluation Data Sources: Sign In Sheets
Newsletter

Summative Evaluation: None

Strategy 1: Parents are involved in initial interviews for acceptance into The Academy. Strategy's Expected Result/Impact: Parents are mindful of the expectations of The Academy to increase the success of their student. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent emails will be sent weekly. Strategy's Expected Result/Impact: Parents will be kept up to date regarding events and information at The Academy. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: During the Spring semester, host an Academy Showcase for current and prospective families. Strategy's Expected Result/Impact: Prospective students will have an opportunity to visit the Academy to assist them in their choice of high schools. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Conduct an orientation night for parents and students. Strategy's Expected Result/Impact: Students and parents will feel comfortable with the environment and begin establishing relationships with the staff. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor CYS/BACODA/San Jacinto	Reviews			
	Formative			Summative
	Oct	Jan	Mar	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: Provide at least two opportunities for students to be involved in community outreach and service.

Strategy 1: Implement a mentor program between our 11th and 12th grade students and the Baker 6th grade campus students. Strategy's Expected Result/Impact: Students will have an opportunity to provide mentor services to at-risk 6th graders through tutorials and peer-peer relationships. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Schedule community service with various organizations such as Habitat For Humanity, Houston Food Bank, La Porte Animal Shelter, nursing homes, etc. Strategy's Expected Result/Impact: Students will have the opportunity to expand their knowledge about community needs and becoming a good global citizen. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Host a career day. Strategy's Expected Result/Impact: Students will have the opportunity to interact with persons in the work force for various careers that they may be interested in pursuing after high school. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Offer various district services to our students at least one time per week including CYS, PEPP, and BACODA.

Evaluation Data Sources: Master Schedule, Sign-In Sheets
Summative Evaluation: None

Strategy 1: At least one time per week, various services will meet with students at The Academy. Strategy's Expected Result/Impact: Students will have an opportunity to problem solve. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Partner with LPHS daily to provide students a variety of electives and CTE courses.

Evaluation Data Sources: Master Schedule, 4 year plans

Summative Evaluation: None

Strategy 1: The Academy students will attend elective and CTE classes at the LPHS campus. Strategy's Expected Result/Impact: Students will be offered a variety of class offerings to suit their interests and career pathways. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: Technology will be embedded in every course for personalized learning and differentiated learning.

Strategy 1: Students will utilize 1:1 technology for class assignments and personalized learning initiative. Strategy's Expected Result/Impact: Students will have opportunities to personalize learning and utilize 21st century skills. Staff Responsible for Monitoring: Principal Assistant Principal Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Campus Funding Summary

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutorial Supplies; Reading Materials; Headphones		\$576.00
Sub-Total					\$576.00
Grand Total					\$576.00

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Approve 2020-2021 Staff Development Minutes Waiver.

THIS ITEM RELATES TO BOARD GOAL(S): 1, 3, and 5

BACKGROUND INFORMATION: The Texas Education Agency offers a Staff Development Minutes Wavier that provides for a maximum of 2,100 total waiver minutes to use for professional development. In an effort to afford campus teachers additional time to plan for instruction during this unique time, La Porte ISD would like to apply for a 2020-2021 Staff Development Minutes Wavier for the spring semester, 2021. The district is proposing to add three (3) early release days for professional development into the 2020-2021 instructional calendar:

ADMINISTRATIVE RECOMMENDATION: Administration recommends that the La Porte ISD Board of Trustees approve the Staff Development Minutes Wavier.

ATTACHMENTS: 2020-2021 La Porte ISD Instructional Calendar

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Dr. Linda Wadleigh, Deputy Superintendent; Danette Tilley, Executive Director, Secondary; Jewel Whitfield, Executive Director, Elementary

RECOMMENDED MOTION: I move to approve the 2020-2021 Staff Development Minutes Wavier.



2020 - 2021 INSTRUCTIONAL CALENDAR

Important Dates

Aug. 18	First Day of Instruction – 9th Grade
Aug. 19	First Day of Instruction – PreK-8th, 10-12th Grades
May 27	Last Day of Instruction
May 27	Graduation - The La Porte ISD Academy at Viola DeWalt High School
May 28	Graduation – La Porte High School
Feb. 15	Inclement Weather Day
Apr. 2	Inclement Weather Day

Student Holidays

Sept. 7	Labor Day
Oct. 12	Columbus Day
Nov. 3	Election Day
Nov. 23 – 27	Thanksgiving Break
Dec. 21 – Jan. 5	Winter Break
Jan. 18	Martin Luther King, Jr. Day
Feb. 15	President's Day
Mar. 15 – 19	Spring Break
Apr. 2	Easter Break

State Assessment Dates

Dec. 8 - 11	Eng. I & II, Alg. I, U.S. History, Bio. ECO Retest
Apr. 6 - 9	Grades 4, 5, 7, 8 STAAR, Eng. I & II EOC
May 4 - 7	Alg. I, U.S. History, Bio. EOC
May 11 - 14	Grades 3 - 8 STAAR
Jun. 22 - 25	Grades 5 & 8 ELA/Math Retest, Eng. I & II, Alg. I, U. S. History, Bio. EOC Retest

Campus Schedules

High Schools

7:00 AM - First Bell

7:10 AM - Tardy Bell

2:35 PM - School Day Ends

Early Release 7:00 AM - 10:30 AM

Junior Highs/James H. Baker Sixth Grade Campus

8:25 AM - First Bell

8:30 AM - Tardy Bell

4:00 PM - School Day Ends

Early Release - 8:25 AM - 12:10 PM

Elementary Schools

7:40 AM - First Bell

7:50 AM - Tardy Bell

3:15 PM - School Day Ends

Early Release - 7:40 AM - 11:20 AM

Student Days

Total Number of Student Days 174

July 2020

S	M	T	W	T	F	S
			1	2	3	H
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

S	M	T	W	T	F	S
1	2	H	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	30					

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	T	T	T	T	12
13	14	15	16	17	ER	19
20	H	H	H	H	H	26
27	H	H	H	H		

January 2021

S	M	T	W	T	F	S
					H	2
3	H	H	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	ER	30
31						

February 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	ER	13
14	H*	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	ER	13
14	H	H	H	H	H	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

S	M	T	W	T	F	S
				1	H*	3
4	5	T	T	T	T	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

S	M	T	W	T	F	S
						1
2	3	T	T	T	T	8
9	10	T	T	T	T	15
16	17	18	19	20	21	22
23	24	25	26	ER	H	29
30	31					

June 2021

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	T	T	T	T	26
27	28	29	30			

- First Day of Instruction - 9th Grade
- [] Secondary Grading Period
- () Elementary Grading Period

- T State Assessment Dates
- H Holiday
- * Inclement Weather Make-up Day
- ER Early Release



**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Approve the Purchase of Laptop Computers.

THIS ITEM RELATES TO BOARD GOAL(S): 1 & 5

BACKGROUND INFORMATION: The secondary campuses are currently using two different laptop models. We replaced the majority of the older HP 360 devices with Lenovo laptops earlier this year and now would like to move the remaining HP 360's to the elementary campuses. There are approximately 550 of the 360's which are now 5 years old. This purchase will allow all of the secondary campuses to use the same model, and also provide the elementary campuses with some much-needed laptops.

Additionally, the High School would like to purchase 150 of the Lenovo laptops to provide teachers with devices. This will help with:

1. Eliminating the exchange of paper, etc. between students and teachers.
2. Allowing the teacher to use the device as a whiteboard to model how to solve problems etc.
3. Teachers having the same devices will help them to guide students in the effective use of their devices by providing better knowledge of the tools available to students.
4. Students and teachers can write and annotate documents using both keyboard and handwriting. Research indicates that handwriting helps students to better retain information during note taking. Teachers can annotate and grade student submissions just as they would on paper providing better feedback to students. Teachers can then email the annotated documents to students without the need to scan.
5. These devices are equipped with cameras and microphones and provide flexibility to teachers when providing instruction whether it be live or recorded.
6. Should LPHS be forced to shut down at any point in the future, providing this additional device to teachers will make this transition more efficient.

CDW-G has provided an economical quote via TIPS purchasing cooperative.

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of La Porte Independent School District approve the Purchase of Laptop Computers from CDW-G.

ATTACHMENTS: Quote

BUDGET INFORMATION: Not to exceed \$400,000 from Bond and Title 1

RESOURCE PERSONNEL: Eddie Hill, Managing Director, Technology, Lynley Marlar, Coordinator, Purchasing & Contracts

RECOMMENDED MOTION: I move to approve the Purchase of Laptop Computers from CDW-G.

QUOTE CONFIRMATION



DEAR EDDIE HILL,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LRRB428	10/13/2020	LENOVO	0878513	\$305,717.50

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
LVO YOGA 11E N5030 W10P MC00046760 Mfg. Part#: 20LNS1S200-MC00046760 Contract: TIPS Technology Solutions Products and Services (200105)	550	6207733	\$470.00	\$258,500.00
Lenovo 3 Year Accidental Damage Protection Warranty (School Year Term) Mfg. Part#: 5PS0N75612 UNSPSC: 81112307 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	550	4473779	\$70.00	\$38,500.00
Max Cases EdgeProtect notebook top and rear cover Mfg. Part#: LN-E-11EYW-G5-BLK UNSPSC: 43211612 Contract: TIPS Technology Solutions Products and Services (200105)	550	5770274	\$15.85	\$8,717.50

PURCHASER BILLING INFO		SUBTOTAL	\$305,717.50
Billing Address: LAPORTE INDEPENDENT SCHOOL DISTRICT ACCOUNTS PAYABLE 1002 SAN JACINTO ST LA PORTE, TX 77571-5461 Phone: (281) 604-7111 Payment Terms: NET 30 Days-Govt/Ed		SHIPPING	\$0.00
		SALES TAX	\$0.00
		GRAND TOTAL	\$305,717.50
		DELIVER TO Shipping Address: LA PORTE ISD PO#210831 2015 SENS RD LA PORTE, TX 77571-9205 Shipping Method: DROP SHIP-GROUND	
		Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G SALES CONTACT INFORMATION



Mike Smith

(866) 691-7123

miksmit@cdwg.com

LEASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$305,717.50	\$8,113.74/Month	\$305,717.50	\$9,394.70/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

© 2020 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

J. Consider Adoption of a Resolution (No. 2020-17) Amending the Amount for Committed Fund Balance for the Year Ending June 30, 2020.

549

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Consider approval of resolution 2020-17 amending the amount for Committed Fund Balance for the year ending June 30, 2020.

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: The Governmental Accounting Standards Board Statement No. 54 (GASB 54) requires that any commitment of fund balance must be done pursuant to Board action. Fund balance that is committed must be made before the District's year end and reflected in the annual financial statements. The dollar amount of the commitment can be made after year end. The Board approved a resolution committing fund balance for compensated absences, insurance deductible, and student achievement and safety at the November 19, 2019 board meeting. At this time, administration is requesting to amend the amount committed to compensated absences and to student achievement and safety for year ending June 30, 2020.

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of the La Porte Independent School District approve the resolution amending the amount for Committed Fund Balance for the year ending June 30, 2020.

ATTACHMENTS:

Resolution 2020-17

Governmental Fund Balance Sheet as of June 30, 2020

BUDGET INFORMATION: N/A

RESOURCE PERSONNEL: Rhonda Cumbie, Chief Financial Officer

RECOMMENDED MOTION: I move to approve resolution 2020-17 amending the amount for Committed Fund Balance for the year ending June 30, 2020.

RESOLUTION NO. 2020-17

**LA PORTE INDEPENDENT SCHOOL DISTRICT
RESOLUTION FOR THE COMMITMENT OF FUND BALANCE
AS REQUIRED BY GASB 54**

WHEREAS, The Governmental Accounting Standards Board (“GASB”) has adopted Statement 54, a standard for governmental fund balance reporting and governmental fund type definitions that became effective in governmental fiscal years starting after June 15, 2010; and

WHEREAS, The GASB Statement 54, gives authorization to the Board of Trustees to establish, modify or rescind a committed fund balance; and

WHEREAS, The La Porte Independent School District has implemented GASB Statement 54 requirements;

BE IT RESOLVED that the La Porte Independent School District commits the following portions of its June 30, 2020 fund balance for the Fund (Funds) listed below:

- General Fund:
 - o \$1,214,153 committed for future Compensated Absences
 - o \$1,000,000 committed for Insurance Deductible
- Food Service Fund
 - o \$26,516 committed for future Compensated Absences
- Other Special Revenue Funds:
 - o \$4,405,387 committed for Student Achievement and Safety

The above Resolution is adopted this 10th day of November, 2020.

Lee Wallace, Board President

Lois Rogerson, Board Secretary

XII. Action and/or Discussion Items

A. Discuss Proposed HB3 Board Outcome Goals.

B. Approve the Comprehensive Annual Financial Report for the Year Ended
June 30, 2020.

552

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Approve the Comprehensive Annual Financial Report for the year ended June 30, 2020

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: School districts are required to have an annual financial audit of the District's operations. The Districts' auditors, Belt Harris Pechacek, L.L.P., have conducted the annual audit and will present their findings and recommendations at the board meeting.

ADMINISTRATIVE RECOMMENDATION: Administration recommends the Board of Trustees of the La Porte Independent School District approve the Comprehensive Annual Financial Report for the year ended June 30, 2020.

ATTACHMENTS: Comprehensive Annual Financial Report for the year ended June 30, 2020

BUDGET INFORMATION: Cost of the audit included in the budget

RESOURCE PERSONNEL: Rhonda Cumbie, Chief Financial Officer

RECOMMENDED MOTION: I move to approve the Comprehensive Annual Financial Report for the year ended June 30, 2020.



LA PORTE INDEPENDENT SCHOOL DISTRICT

Comprehensive Annual Financial Report For the Fiscal Year Ended June 30, 2020



Comprehensive Annual Financial Report

**For the Fiscal Year Ended
June 30, 2020**

LA PORTE INDEPENDENT SCHOOL DISTRICT

1002 San Jacinto Street, La Porte, Texas 77571

Prepared By The LPISD Business Office

LA PORTE INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS

June 30, 2020

	<u>Page</u>	<u>Exhibit</u>
<u>INTRODUCTORY SECTION</u>		
Transmittal Letter	1	
Certificate of Board	9	
Principal Officials and Advisors	10	
Organizational Chart	11	
Certificate of Achievement for Excellence in Financial Reporting – GFOA	12	
Certificate of Excellence in Financial Reporting – ASBO	13	
<u>FINANCIAL SECTION</u>		
Independent Auditors’ Report	17	
Management’s Discussion and Analysis (Required Supplementary Information)	23	
<u>BASIC FINANCIAL STATEMENTS</u>		
Government-Wide Financial Statements		
Statement of Net Position	33	A-1
Statement of Activities	35	B-1
Fund Financial Statements		
Governmental Funds Financial Statements		
Balance Sheet – Governmental Funds	36	C-1
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	39	C-1R
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds	40	C-2
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	43	C-3
Proprietary Fund Financial Statements		
Statement of Net Position – Proprietary Funds	45	D-1
Statement of Revenues, Expenses, and Changes in Fund Net Position – Proprietary Funds	47	D-2
Statement of Cash Flows – Proprietary Funds	49	D-3
Fiduciary Fund Financial Statements		
Statement of Fiduciary Net Position – Fiduciary Funds	51	E-1
Statement of Changes in Fiduciary Net Position – Fiduciary Funds	53	E-2
Notes to Financial Statements	55	
<u>REQUIRED SUPPLEMENTARY INFORMATION</u>		
Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund	87	G-1
Schedule of the District’s Proportionate Share of the Net Pension Liability – Teacher Retirement System of Texas (TRS)	88	G-2

LA PORTE INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS (Continued)

June 30, 2020

	<u>Page</u>	<u>Exhibit</u>
Schedule of District Contributions – Teacher Retirement System of Texas (TRS)	90	G-3
Schedule of the District’s Proportionate Share of the Net OPEB Liability – Texas Public School Retired Employees Group Insurance Program (TRS-Care)	93	G-4
Schedule of District Contributions – Texas Public School Retired Employees Group Insurance Program (TRS-Care)	95	G-5
<u>SUPPLEMENTARY INFORMATION</u>		
Combining Balance Sheet – Nonmajor Governmental Funds	100	H-1
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds	104	H-2
Combining Statement of Net Position – Proprietary Funds	111	H-3
Combining Statement of Revenues, Expenditures, and Changes in Fund Net Position – Proprietary Funds	113	H-4
Combining Statement of Cash Flows – Proprietary Funds	115	H-5
Statement of Changes in Assets and Liabilities – Agency Fund	119	H-6
<u>OTHER SUPPLEMENTARY INFORMATION</u>		
Schedule of Delinquent Taxes Receivable	120	J-1
Budgetary Comparison Schedule – National School Breakfast and Lunch Program Fund	123	J-2
Budgetary Comparison Schedule – Debt Service Fund	125	J-3
<u>STATISTICAL SECTION</u>		
Net Position by Component	130	L-1
Changes in Net Position	132	L-2
Fund Balance of Governmental Funds	136	L-3
Changes in Fund Balances of Governmental Funds	138	L-4
Property Tax Rates – Direct and All Overlapping Governments	140	L-5
Assessed and Estimated Actual Value of Taxable Property	143	L-6
Principal Property Tax Payers	145	L-7
Property Tax Levies and Collections	147	L-8
Property Tax Collections	148	L-9
Ratios of Net General Obligation Bonded Debt Outstanding	150	L-10
Legal Debt Margin Information	153	L-11
Direct and Overlapping Governmental Activities Debt	155	L-12
Demographic Statistics	156	L-13
Principal Employers	159	L-14
Full – Time Equivalent Employees by Function	160	L-15
Operating Statistics	162	L-16
Teacher Base Salaries	165	L-17
Attendance Data	167	L-18
School Building Information	168	L-19

LA PORTE INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS (Continued)

June 30, 2020

	<u>Page</u>	<u>Exhibit</u>
<u>FEDERAL AWARDS AND OTHER COMPLIANCE SECTION</u>		
Independent Auditors' Report on Internal Control over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	175	
Independent Auditors' Report on Compliance for Each Major Program and on Internal Control over Compliance Required by Uniform Guidance	177	
Summary Schedule of Prior Year Audit Findings	179	
Schedule of Findings and Questioned Costs	181	
Schedule of Expenditures of Federal Awards	183	K-1
Notes to Schedule of Expenditures of Federal Awards	185	
Schedule of Required Responses to Selected School First Indicators	187	L-1

INTRODUCTORY SECTION



La Porte Independent School District

1002 San Jacinto Street
La Porte, Texas 77571

Dr. Walter Jackson
Superintendent of Schools

(281) 604-7001
Fax (281) 604-7010
lpsd.org

November 10, 2020

Mr. Lee Wallace, President,
Members of the Board of Trustees, and
Citizens of the La Porte Independent School District:

Dear Members of the Board of Trustees and Citizens,

The Texas Education Code requires that all school districts file a complete set of financial statements with the Texas Education Agency (TEA) within 150 days of the close of each fiscal year. The financial statements must be presented in conformity with generally accepted accounting principles (GAAP) and audited by a firm of licensed certified public accountants in accordance with generally accepted auditing standards. Pursuant to that requirement, we hereby issue the Comprehensive Annual Financial Report (CAFR) of the La Porte Independent School District (the "District") for the fiscal year ended June 30, 2020. The CAFR is management's report of financial operations to the Board of Trustees (the "Board"), taxpayers, grantor agencies, employees, the TEA, and other interested parties.

Responsibility for both the accuracy of the data and the completeness and fairness of the presentation, including all disclosures, resides with the District. To the best of our knowledge and belief, the enclosed data are accurate in all material respects and are reported in a manner designed to present fairly the financial position and results of operation of the various funds and account groups of the District. All disclosures necessary to enable the reader to gain an understanding of the District's financial activities have been included.

Management of the District is responsible for establishing and maintaining internal control structures designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with GAAP. Because the cost of internal controls should not outweigh their benefits, the District's comprehensive framework of internal controls has been designed to provide reasonable, rather than absolute, assurance that the financial statements will be free from material misstatement. As management, we assert that, to the best of our knowledge and belief, this financial report is complete and reliable in all material respects.

The financial statements of the District have been audited by Belt Harris Pechacek, LLLP, a firm of licensed certified public accountants. The goal of the independent audit is to provide reasonable assurance that the financial statements of the District for the fiscal year ended June 30, 2020, are free of material misstatement. The independent audit involves examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; assessing the accounting principles used and significant estimates made by management; and evaluating the overall financial statement presentation. The independent auditors concluded, based upon the audit, that there was a reasonable basis for rendering an unmodified opinion that the District's financial statements for the fiscal year ended June 30, 2020, are fairly presented

in conformity with GAAP. The independent auditors' report is presented as the first component of the financial section of this report.

The independent audit of the financial statements is part of a broader, federally mandated "Single Audit" designed to meet the special needs of federal grantor agencies. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited government's internal controls and legal requirements involving the administration of federal awards. These reports are available in the Federal Awards section of this report. The results of the District's Single Audit for the fiscal year ended June 30, 2020, provided no instances of material weaknesses in the internal control structures or material violations of applicable laws and regulations.

GAAP require that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the report of the independent auditors.

Profile of the District

Residents of the District elect a seven-member Board, each of whom serves for three years. The District is not included in any other governmental "reporting entity" since the Board of Trustees is elected by the public and has decision making authority. Monthly meetings of the Board are posted and advertised as prescribed under state laws so that the Board may fulfill its charge to the students, parents, staff, and taxpayers of the District. Special meetings or study sessions are scheduled as needed. The Board has final control over all school matters except as limited by state law.

The District occupies 55 square miles in Southeast Harris County. Included in its boundaries are the cities of La Porte, Shoreacres, Morgan's Point, and a small section of southeast Deer Park and Pasadena. Established for the 1915-1916 school year, the District is fortunate to have the support of the La Porte community which has retained that special "hometown" feeling while being able to take advantage of opportunities offered by the nearby metropolitan Houston area. During the 2019-2020 fiscal year, the District operated one traditional 9th-12th high school, one alternative 9th-12th high school, two junior high schools, one 6th grade campus, and seven elementary schools. The District serves approximately 7400 students, and provides a full range of educational services appropriate to grade levels Pre-K through 12. These include regular and enriched academic education, special education for children with special needs, career and technology education, and programs for students with limited English proficiency. These basic programs are supplemented by a wide variety of offerings in fine arts and athletics.

A Vision for the District

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

The goals for improvement, which grew out of a comprehensive needs assessment and the work of the District's Board, staff, and community, are to increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities; provide a safe, secure, and disciplined learning environment; attract, develop, and retain excellent staff; promote family engagement

and active involvement of the community in the education of our students; and ensure and demonstrate efficient and effective use of District resources.

Economic Condition and Outlook

The information presented in the financial statements is perhaps best understood when it is considered within the broader perspective of the specific environment in which the District operates. Located just southeast of Houston, Texas, in Harris County, the District is a dynamic factor in the quality of life and economic development efforts of the area. The largest industries surrounding the District include (and are presented in descending order, manufacturing, construction, and educational services. The local economy is subject to volatility in the price of hydrocarbons. The City of La Porte (the “City”) adjoins the Barbours Cut Terminal, operated by the Port of Houston and the largest of its terminals allotted to handle standardized cargo containers. The La Porte area has an estimated population of 34,976, most recently updated from the US Census Bureau for year-end 2019, a 1.3% decrease from 2018. Additionally, Texas Work Force Commission and Texas Labor Market Information for year-end 2019 reported the city has seen less than 0.6% unemployment rate decrease. While primarily industrial in nature, the City has an active and thriving family and business component. It provides easy access to many educational and cultural advantages of the greater Houston/Galveston metropolitan areas. The commercial/industrial growth and the overall economic health of the area have dramatically increased in recent years. Increased property values and growth in the District’s tax base easily demonstrate this. The strong collaborative ties with the chamber of commerce, the business community, other local governmental entities in the area, and San Jacinto College, establishes the District is continuing to make new inroads in building support and targeting resources to achieve the greatest impact for all of our students.

In the past ten years, the District and the surrounding areas have been impacted by several natural disasters which negatively impact District enrollment and growth. For fiscal year 2020, the District had an enrollment of 7,211 students, which is down from FY 2019. The District’s pre-Hurricane Ike enrollment (FY 2008) was 7,927, while FY 2021 enrollment was anticipated to be 7,200. Due to COVID-19, the enrollment is closer to 7,000. While enrollment numbers have steadily decreased and projected numbers reflect a continuing decrease, the District remains active in promoting what La Porte has to offer.

The District currently has nine Chapter 313 agreements (the “Agreements”). Under a Chapter 313 agreement for the purpose of maintenance and operations taxes, the taxable value of the property is limited, but for the purpose of bond repayment, the taxable value of the property cannot be limited. Chapter 313 also limits the reduction of maintenance and operating (M&O) taxable value to a floor that generates \$100 per student in average daily attendance (ADA). The Agreement, a negotiable payment in lieu of taxes, as well as negotiable support for supplemental school district endeavors such as a foundation perhaps, are made directly to the taxing entity. In our case, the payment would come directly to us and be outside of the current school funding system and not subject to recapture or equalization payments to the State. The Agreements are not factored into the District budget until they are approved, constructed and assessed. These agreements are a major contributing factor to the District’s increased base.

The District continues to incur a significant cost in property and casualty insurance due to the location of the District on Galveston Bay. The District has \$200 million of property in AE Zones close to the Bay and \$100 million in coverage. This coverage costs the District \$2.1 million annually of the maintenance and operations tax collections which are then recaptured. Escalating insurance market conditions remain a concern. The District also has costs to maintain two recovery storm shelters, and has routine shelter in place drills. Between Summer 2008 and Summer 2017, the District spent \$348 million for replacement and renovation of educational facilities with storm mitigation at the forefront of design and investment.

House Bill 2610, passed by the 84th Texas Legislature, changes the school year from 180 days to 75,600 minutes. This continues to provide more flexibility for the District when constructing the educational calendars. This also provides flexibility for weather events and issues surrounding the COVID-19 pandemic. The District adopted a calendar based on instructional minutes instead of instructional days. This calendar allows the District better operational and instructional efficiency.

The financial, cultural, educational, and recreational climate of the area is a testimony to the collective leadership and to the communities' progressive attitude toward responsible growth and their vision of the future.

Financial Information

Accounting Systems - The Board maintains a system of accounting controls designed to assist the administration in meeting its responsibility for accurately reporting the financial condition of the District. The system is designed to provide reasonable assurance that assets are safeguarded against loss, theft, or misuse so activities can be recorded and transacted by the administration for the preparation of the District's financial statements in conformity with GAAP. Because the cost of internal controls should not outweigh their benefits, the District's comprehensive framework of internal controls has been designed to provide reasonable, rather than absolute, assurance that the financial statements will be free from material misstatement.

The cost of operating the District's schools and the revenues to cover these costs are recorded in the General Fund. Food service operations and special programs funded by state or federal government grants designed to accomplish a particular objective are recorded in Special Revenue Funds.

The District accounts for school construction financed by bond sales through a Capital Projects Fund. A specific portion of the tax rate is dedicated to payment of bond principal and interest. These transactions are recorded in the Debt Service Fund.

The District has established Internal Service Funds to account for the transactions of its self-insured workers' compensation plan, its print shop, and new child care center. Income for the self-funded workers' compensation plan is derived primarily from charges to governmental funds based on employee salaries. Income for the print shop is derived primarily from charges to governmental funds for printing services. Income for the childcare center is derived primarily from charges to District employees, immediate family members, and District residents for childcare services.

Financial schedules for fiduciary funds are included in the CAFR. Fiduciary funds are trust and agency funds used to account for assets held by the District in a trustee capacity. Included in this type of fund are the scholarship and activity funds.

The District's accounting records are maintained on a modified accrual basis for governmental fund types and a full accrual basis for the proprietary fund types as prescribed by TEA Financial Accountability System Resource Guide (FASRG). Additionally, the District has prepared the Government-wide Financial Statements on the full accrual basis as required by GASB Board Statement No. 34.

Financial data is submitted by the District to the Texas Education Agency through the Public Education Information Management System (PEIMS). The data is then analyzed, reviewed and presented to the State Board of Education.

Budgetary Process – State law requires that every local education agency in Texas prepare and file an annual budget of anticipated revenues and expenditures with the TEA. The budget itself is prepared utilizing a detailed line item approach for governmental fund types and is prepared in accordance with the budgeting requirements as outlined in the FASRG. The annual budget serves as the foundation for the District's financial planning and control. The District maintains budgetary controls throughout all of its financial systems. The objective of these controls is to ensure compliance with legal provisions embodied in the annually appropriated budget approved by the Board. Activities of the General Fund, Child Nutrition Fund and Debt Service Fund are included in the annually appropriated budget. The level of budgetary control (the level at which expenditures cannot legally exceed the appropriated amount) is established by function within each individual fund. The District also maintains an encumbrance accounting system as one technique of accomplishing budgetary control. Although encumbered amounts lapse at year-end, they are generally re-appropriated as part of the next year's budget. The budget may be amended during the year to address unanticipated or changing needs of the District. Changes to functional expenditures categories, revenues, and other sources and uses require Board approval.

Significant Financial Activities – The District's total tax base in 2019-20 was over \$11.3 billion, an increase of 10.89 % from the previous year. The tax rates per \$100 of assessed value for the past five years are shown on the following table.

Year	2015-2016	2016-2017	2017-18	2018-19	2019-2020
M&O	\$1.04	\$1.04	\$1.04	\$1.17	\$1.04
I&S	\$0.41	\$0.38	\$0.34	\$0.21	\$0.24

House Bill 3 was passed by the 86th Texas Legislature in 2019. One major policy area reduces and reforms property taxes and recapture. Property taxes for the District are compressed to \$0.8697 for maintenance and operations during the 2020 tax year, however, pursuant to Texas tax code § 26.08(a), due to the ongoing disaster declarations issued by Governor Abbott due to Hurricane Harvey (including the one on August 8, 2020), the disaster declaration issued by Governor Abbott due to Hurricane Laura on August 26, 2020, and due to the decline in enrollment and attendance rates due to these weather events, which thereby necessitated a decreased expenditure of money to respond to the disasters, an election is not required under this section to approve the tax rate adopted by the governing body for the year following the year in which the disaster occurs, the District adopted a maintenance and operations tax rate of \$1.0397.

The District has 1,195 faculty and staff comprised of the following: 40 employees in central administration departments; 545 teachers, librarians, counselors, and nurses; 271 other school leadership and support staff; 115 maintenance employees; 106 cafeteria workers; and 118 employees in transportation for the 2020-2021 budget. The District's Board approved a 3% general pay increase with 5% for classroom teachers and 4% for paraprofessionals. The beginning teacher salary increased to \$57,200.

Major Indicators

In looking at the most common indicators of quality in a school system, the following are examples of major indicators in the District:

Test Scores – The 2020 State of Texas Assessments of Academic Readiness (STAAR) tests were cancelled by the Commissioner of Education due to the COVID-19 Global Pandemic, and all districts and campuses were labeled Not Rated: Declared State of Disaster for 2020. However, under the state accountability system, the District and all campuses met the State's expectations the previous school year. This was the seventh consecutive year that the State has awarded ratings as part of the STAAR accountability system. The District and all campuses have met the State's standards since the inception of

the program. Additionally, districts and campuses may receive distinctions in recognition of outstanding achievement towards performance goals. In fiscal year 2019, six District campuses were recognized with distinctions in one or more areas. La Porte Elementary earned five, Leo A. Rizzuto Elementary earned four distinctions, followed by Jennie Reid and College Park Elementary with two distinctions. Earning one distinction each were Heritage and Lomax Elementary schools.

Attendance Rate - Despite the lack of growth in the District and the problems facing families today, the attendance rate in the District remains high at 95.8%.

Dropout Rate - The dropout rate remains below the State average, meaning more students are finishing high school and are entering college or the work force.

Dual Credit Offerings - The District continued its partnership with San Jacinto College and the La Porte San Jacinto College Center where students may receive dual enrollment credit while attending La Porte High School. The goal of the College Center is to provide opportunities for students to earn college credit and/or industry certification. The District and San Jacinto College instituted the Accelerated College Education (ACE) dual credit program where eligible students can graduate with an Associate's degree in addition to a high school diploma. In 2020, 55 students graduated with an Associate's degree. We anticipate 52 graduates in 2021 and 44 graduates in 2022.

House Bill (HB) 5 License/Certification Programs - Pursuant to HB 5, the District offers the following license/certification programs that align with the career pathways embedded in the HB5 endorsement graduation plans:

Business and Industry Endorsement

- Accounting and Financial Services (Microsoft Office Specialist-Word, Quickbooks, and Entrepreneurship and Small Business)
- Animal Science Pathway (Entrepreneurship and Small Business)
- Applied Agricultural Engineering Pathway (OSHA, Entrepreneurship and Small Business)
- Automotive (I-CAR: Refinishing Pro-Level 1 and/or I-CAR: Non-Structural Pro-Level 1, ASE (Auto Service Excellence), Entrepreneurship and Small Business)
- Construction Management (OSHA 30)
- Digital Communications (Adobe Premiere)
- Design and Multimedia Arts (Adobe Flash, Adobe Associate and Certified Associate Project Management)
- Hospitality Culinary Arts (ServSafe-Food Handlers, ServSafe-Managers, and Entrepreneurship and Small Business)
- Marketing and Sales (Microsoft Office Specialist-Word and Excel)
- Welding (NCCER Core Safety and AWS Welding)

Public Services Endorsement

- Early Learning (Microsoft Office Specialist-Word)
- Family and Consumer Services (Microsoft Office Specialist-Word)
- Health Care (Certified Patient Care Technician, CPR, Microsoft Office Specialist-Word, and Entrepreneurship and Small Business)
- Health Care Nursing (Microsoft Office Specialist-Word, Entrepreneurship and Small Business, and Pharmacy Technician)
- ROTC (CompTIA A+)

Science, Technology, Engineering, and Mathematics (STEM) Endorsement

- Engineering (Autodesk Innovator's Certification, Autodesk Auto Cad User's Certification, and OSHA)

Instructional Technology – The District has successfully sustained a District-wide Student Technology Initiative (STI) program in which notebook devices are actively used by students, grades K -12. Each year, additional devices are purchased as needs arise. Student access to STI devices has supported the District's transition to digital instructional materials in English language arts, mathematics, science, social studies, and elective courses.

In addition, the District has been working toward a paperless instructional environment since the beginning of our STI program in 2011. The two primary components necessary to moving that direction involve students having mobile computing devices and teachers having classroom technology that allow them to interact seamlessly without the normal exchange of paper.

Due to the COVID-19 pandemic that closed schools in March 2020, District teachers and students were immediately immersed in a virtual learning environment. The District was able to be successful virtually because the District had previously invested in the technology and instructional training necessary to accomplish this unprecedented task.

Public Support - Pursuant to voter approval of a \$260 million bond authorization on August 12, 2015, the District sold \$72,545,000 in bonds. Additionally, another \$43,385,000 in bonds was sold on June 7, 2016 and \$26,550,000 on February 19, 2020. At the end of the 2019-20 school year, all construction projects were 100% complete. These bonds have allowed the District to make substantial improvements resulting in improved student and staff morale as well as creating an attractive environment to draw future families and students to the La Porte community.

The District has received an enormous amount of public support as we have worked to mitigate the negative impact of COVID-19. During the summer of 2020, the District went through a series of informational videos and mass communications to educate our public on our Return to Learn Plan. In addition to the support the District received, we received personal protective equipment from the TEA to help offset some of the costs associated with COVID-19 and its affects upon the District. The District continues to work with our stakeholders in keeping them informed of our weekly COVID-19 updates and our continuous efforts to support our teachers and students in the classroom.

Awards and Acknowledgments

Financial Reporting Awards

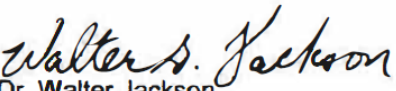
The TEA has awarded the District a rating of "Superior" for the year ended June 30, 2019. This is the eighteenth year of the State's financial accountability rating system for school districts ("School FIRST"). The District has received the highest possible rating for the past eighteen years. The rating is based upon an analysis of staff and student data reported for the 2018-2019 school year and budgetary and actual financial data for the fiscal year ended June 30, 2019. The primary goal of School FIRST is to ensure quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement for Excellence in Financial Reporting to the District for its CAFR for the fiscal year ended June 30, 2019. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized CAFR. This report must satisfy both GAAP and applicable legal requirements.

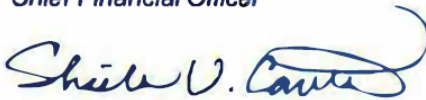
A Certificate of Achievement is valid for a period of one year only. We believe that our current CAFR continues to meet the Certificate of Achievement Program's requirements and we are submitting it to the GFOA to determine its eligibility for another certificate.

The District was also awarded the Certificate of Excellence in Financial Reporting by the Association of School Business Officials International (ASBO) for its CAFR for the fiscal year ended June 30, 2019. The District believes that the current CAFR continues to conform to the standards for which this award is granted and we will again submit the report for review.

Acknowledgments – As we come to the completion of construction, we would like to express appreciation to all the stakeholders of the community for voting for the 2014 \$260 million bond referendum. We would also like to express appreciation to the Board for its concern for providing fiscal accountability to patrons of our District and for its leadership in the development of one of the best educational operations within the State of Texas. Countless hours have been devoted to this District by teachers, principals, and supporting staff and thanks is extended to the entire District Team that has worked so hard to provide the high-quality, cost-efficient education to the students we serve. Additionally, the preparation of this report was accomplished through much time and effort on the part of the District Finance department, and special appreciation is expressed to them.


Dr. Walter Jackson
Superintendent


Rhonda Cumbie
Chief Financial Officer


Sheila V. Cantu
Director of Finance

CERTIFICATE OF BOARD

La Porte Independent School District

Name of School District

Harris

County

101-916

Co. Dist. Number

We, the undersigned, clarify that the attached annual financial reports of the above named school district were reviewed and (check one) _____ approved _____ disapproved for the year ended June 30, 2020, at a meeting of the Board of Trustees of such school district on the _____ day of _____, _____.

Signature of Board Secretary

Signature of Board President

If the Board of Trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):

(attach list as necessary)

La Porte Independent School District
Principal Officials and Advisors

Board of Trustees

Trustee	Office	Completed Years of Service	Term Expires May	Occupation
Lee Wallace	President	10	2021	Retired GB Biosciences
Dennis Slate	Vice President	3	2020	Retired Police Officer
Lois Rogerson	Secretary	7	2020	Retired Teacher
Kathy Green	Trustee	16	2020	Retired
David Janda	Trustee	8	2021	Teacher
Dee Anne Thomson	Trustee	10	2022	Warehouse Operations Manager
Charlcya Wheeler	Trustee	16	2022	Retired

Administrative Officials

Official	Position	Years of Service	
		Total	District
Dr. Walter Jackson	Superintendent	26	0
Rhonda Cumbie	Chief Financial Officer	23	12
Dr. Linda Wadleigh	Deputy Superintendent	35	20
Mike Clausen	Deputy Superintendent	51	51
Danette Tilley	Executive Director, Secondary Education	31	16
Jewel Whitfield	Executive Director, Elementary Education	23	20
Angela Garza-Viator	Executive Director, Human Resources	22	22
Sheila V. Cantu	Director of Finance	19	12
Adam Holland	Director, Communications & Community Relations	14	5

Consultants and Advisors

Belt Harris Pechacek, LLLP.

Independent Auditors

3210 Bingle Rd, Suite 300 • Houston, Texas 77055

Andrews Kurth, L.L.P.

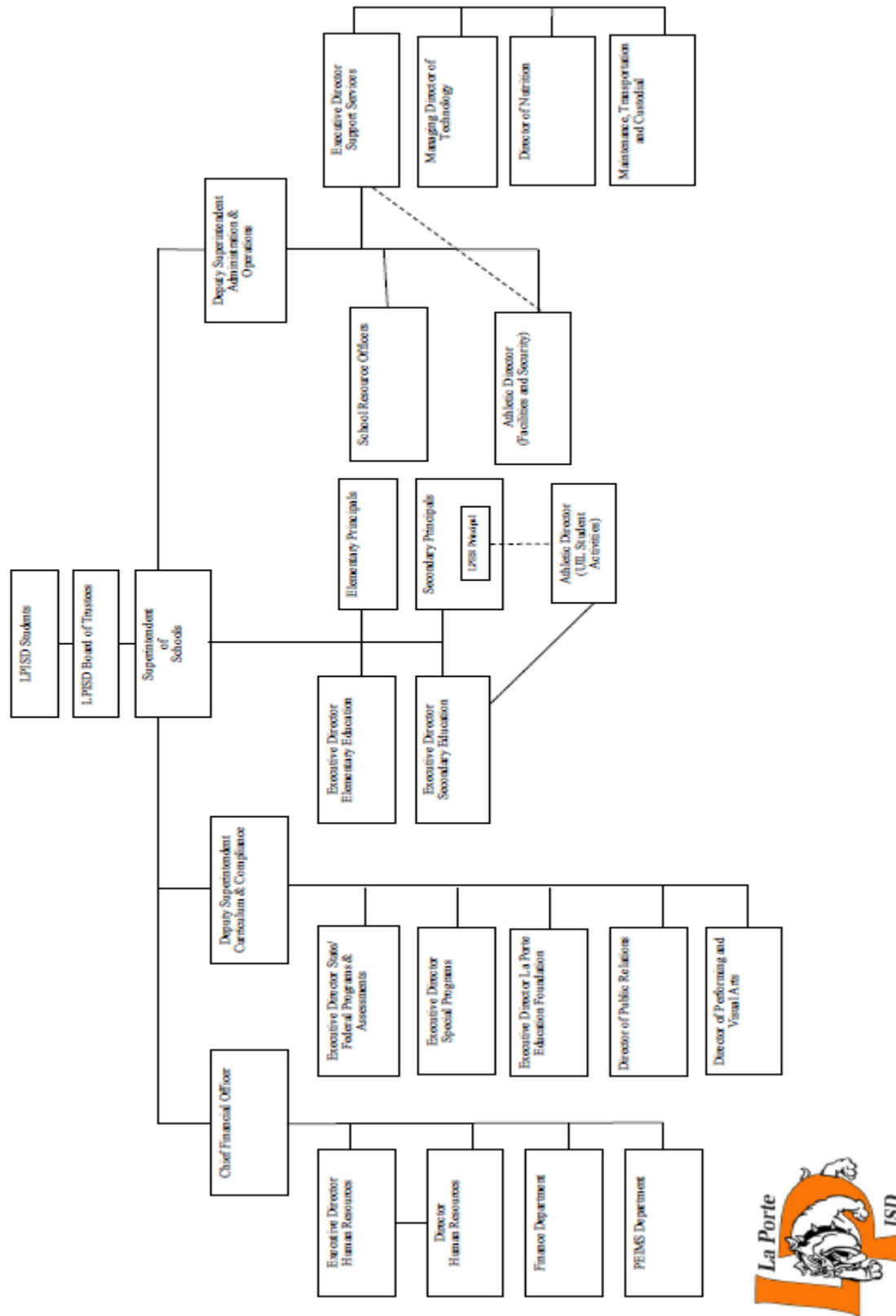
Bond Counsel

600 Travis, Suite 4200 • Houston, Texas 77046

SAMCO Capital Markets, Inc.

Financial Advisor

11111 Katy Freeway #820 • Houston, Texas 77079





Government Finance Officers Association

Certificate of
Achievement
for Excellence
in Financial
Reporting

Presented to

**La Porte Independent School District
Texas**

For its Comprehensive Annual
Financial Report
For the Fiscal Year Ended

June 30, 2019

Christopher P. Morill

Executive Director/CEO



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

**The Certificate of Excellence in Financial Reporting
is presented to**

La Porte Independent School District

**for its Comprehensive Annual Financial Report (CAFR)
for the Fiscal Year Ended June 30, 2019.**

The CAFR meets the criteria established for
ASBO International's Certificate of Excellence.



A handwritten signature in black ink, reading 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director

FINANCIAL SECTION

577
(This page intentionally left blank.)



INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
La Porte Independent School District:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of La Porte Independent School District (the "District"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, schedules of the District's proportionate share of the net pension and other postemployment benefits liability, and schedules of District contributions, identified as Required Supplementary Information on the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The introductory section, combining and individual nonmajor fund financial statements, other supplementary information, statistical information, and the schedule of required responses to selected school first indicators are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements, the schedule of expenditures of federal awards, other supplementary information, and statistical information are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, other supplementary information, and statistical information, and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory section and the schedule of required responses to selected school first indicators have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2020 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

The logo for Belt Harris Pechacek, LLP features the names 'BELT', 'HARRIS', and 'PECHACEK' in a stylized, serif font, with 'LLP' in a smaller, sans-serif font to the right. The letters are dark blue or black.

Belt Harris Pechacek, LLP
Certified Public Accountants
Houston, Texas
November 10, 2020

***MANAGEMENT'S DISCUSSION
AND ANALYSIS***

LA PORTE INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2020

As the management of the La Porte Independent School District (the "District"), we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2020. We encourage readers to consider the information presented here in conjunction with the notes to the basic financial statements and the financial statements themselves to enhance their understanding of the District's financial condition.

FINANCIAL HIGHLIGHTS

- The District's total combined net position at June 30, 2020 was \$41,089,043.
- For the fiscal year ended June 30, 2020, the District's general fund reported a total fund balance of \$54,387,098, of which \$1,577,904 is nonspendable for inventories and prepaid items, \$2,214,153 is committed for self-insurance and compensated absences and \$50,595,041 is unassigned.
- At the end of the fiscal year, the District's governmental funds (the general fund plus all state and federal grant funds, the debt service fund, and the capital projects fund) reported combined ending fund balances of \$101,035,015.

OVERVIEW OF THE FINANCIAL STATEMENTS

The annual report consists of three parts – *Management's Discussion and Analysis* (this section), the *Basic Financial Statements*, and *Required Supplementary Information*. The basic statements include two kinds of statements that present different views of the District.

- The first two statements are *government-wide financial statements* that provide both *long-term* and *short-term* information about the District's overall financial status.
- The remaining statements are *fund financial statements* that focus on *individual parts* of the government, reporting the District's operations in more detail than the government-wide statements.
- The *governmental funds* statements tell how *general government* services were financed in the *short-term*, as well as what remains for future spending.
- The *proprietary fund* statements provide information related to the District's internal service funds.
- *Fiduciary fund* statements provide information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others, to whom the fiduciary resources belong. This fund includes student activity funds.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The notes to the financial statements are followed by a section entitled *Required Supplementary Information* that further explains and supports the information in the financial statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS, *Continued*

For the Year Ended June 30, 2020

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide statements report information about the District as a whole. These statements include transactions and balances relating to all assets, including infrastructure capital assets. These statements are designed to provide information about cost of services, operating results, and financial position of the District as an economic entity. The Statement of Net Position and the Statement of Activities, which appear first in the District's financial statements, report information on the District's activities that enable the reader to understand the financial condition of the District. These statements are prepared using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken into account even if cash has not yet changed hands.

The Statement of Net Position presents information on all of the District's assets, liabilities, and deferred outflows/inflows of resources, with the difference reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating. Other nonfinancial factors, such as changes in the District's tax base, staffing patterns, enrollment, and attendance, need to be considered in order to assess the overall health of the District.

The Statement of Activities presents information showing how the District's net position changed during the most recent year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows – the accrual method rather than modified accrual that is used in the fund level statements.

The Statement of Net Position and the Statement of Activities include the following class of activities:

Governmental Activities – Most of the District's basic services such as instruction, extracurricular activities, curriculum and staff development, health services, general administration, and plant operation and maintenance are included in *governmental activities*. Locally assessed property taxes, together with State foundation program entitlements, which are based upon student enrollment and attendance, finance most of the governmental activities.

The government-wide financial statements can be found after the MD&A.

FUND FINANCIAL STATEMENTS

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are simply accounting devices that are used to keep track of specific sources of funding and spending for particular purposes.

- Some funds are required by State law and other funds are mandated by bond agreements or bond covenants.
- The Board of Trustees (the "Board") establishes other funds to control and manage money set aside for particular purposes or to show that the District is properly using certain taxes and grants.
- Other funds are used to account for assets held by the District in a custodial capacity – these assets do not belong to the District, but the District is responsible to properly account for them.

LA PORTE INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS, *Continued*

For the Year Ended June 30, 2020

The District has the following kinds of funds:

- *Governmental Funds* – Most of the District's basic services are included in governmental funds, which focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year end that are available for spending. Consequently, the governmental fund statements provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information at the bottom of the governmental funds statement, or on the subsequent page, that explain the relationship (or differences) between them.
- *Proprietary funds* – The District maintains one proprietary fund type. *Internal service funds* are an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses internal service funds to account for workers' compensation self-insurance claims and fees, the District's child care service, as well as activity in the District's print shop. The internal service funds are included within *governmental activities* in the government-wide financial statements.
- *Fiduciary funds* – The District serves as the trustee, or fiduciary, for certain funds such as student activity funds. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position. We exclude these activities from the District's government-wide financial statements because the District cannot use these assets to finance its governmental operations.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

The District's combined net position was \$41,089,043 at June 30, 2020. Table 1 focuses on net position while Table 2 shows the revenues and expenses that changed the net position balance during the fiscal year ended June 30, 2020. Current assets and long-term liabilities both experienced increases in the current year primarily related to the issuance of new bonds for the purpose of school building additions as well as renovation projects within the District. The District reported an increase of \$7,363,248 in combined net position from the prior year. An increase in certain State grants, along with decreasing expenses due to chapter 41 recapture payments, contributed to this increase.

LA PORTE INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
For the Year Ended June 30, 2020

Table 1

Net Position

Description	Governmental Activities		Total Change
	2020	2019	2020-2019
Current assets	\$ 150,504,948	\$ 88,462,729	\$ 62,042,219
Capital assets	345,932,577	356,437,747	(10,505,170)
Total Assets	496,437,525	444,900,476	51,537,049
Deferred charge on refunding	6,286,010	7,143,454	(857,444)
Deferred outflows - pensions	11,679,830	14,436,552	(2,756,722)
Deferred outflows - OPEB	4,645,147	3,936,131	709,016
Total Deferred Outflows of Resources	22,610,987	25,516,137	(2,905,150)
Current liabilities	49,956,061	23,478,109	26,477,952
Long-term liabilities	410,375,357	401,833,950	8,541,407
Total Liabilities	460,331,418	425,312,059	35,019,359
Deferred inflows - pensions	4,687,315	1,566,661	3,120,654
Deferred inflows - OPEB	12,940,736	9,812,098	3,128,638
Total Deferred Inflows of Resources	17,628,051	11,378,759	6,249,292
Net Position:			
Net investment in capital assets	27,121,161	31,956,441	(4,835,280)
Restricted	8,785,778	6,796,928	1,988,850
Unrestricted	5,182,104	(5,027,574)	10,209,678
Total Net Position	\$ 41,089,043	\$ 33,725,795	\$ 7,363,248

LA PORTE INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued
For the Year Ended June 30, 2020

Table 2
Changes in Net Position

	Governmental Activities		Total Change
	2020	2019	2020-2019
Revenues:			
Program revenues:			
Charges for services	\$ 1,389,395	\$ 1,766,660	\$ (377,265)
Operating grants and contributions	9,666,866	9,574,383	92,483
General revenues:			
Property taxes	131,967,211	127,123,586	4,843,625
Grants and contributions not restricted for specific programs	18,959,584	11,823,223	7,136,361
Investment earnings	1,374,315	1,829,958	(455,643)
Other revenue	6,670,886	8,719,292	(2,048,406)
Gain on sale of capital asset	675,776	-	675,776
Total Revenue	170,704,033	160,837,102	9,866,931
Expenses:			
Instruction	61,008,278	58,059,849	2,948,429
Instructional resources and media services	383,664	371,144	12,520
Curriculum/instructional staff development	941,971	985,087	(43,116)
Instructional leadership	1,229,030	1,155,213	73,817
School leadership	5,132,269	4,852,010	280,259
Guidance, counseling, and evaluation services	4,237,356	3,960,798	276,558
Social work services	247,234	268,286	(21,052)
Health services	994,588	1,002,204	(7,616)
Student (pupil) transportation	3,085,934	3,068,613	17,321
Food services	4,069,215	4,567,997	(498,782)
E data process	2,614,667	2,726,363	(111,696)
General administration	3,688,217	3,339,518	348,699
Plant maintenance and operations	11,457,636	11,491,142	(33,506)
Security and monitoring services	1,813,636	1,933,772	(120,136)
Data processing services	3,903,305	2,896,056	1,007,249
Community services	66,847	28,609	38,238
Debt service - interest	11,548,802	12,473,266	(924,464)
Bond issuance costs and fees	236,690	8,000	228,690
Contracted instructional services between schools	41,571,997	46,925,331	(5,353,334)
Payments to fiscal agent/member districts of SSA	171,317	128,845	42,472
Payments to juvenile justice alternative education programs	59,400	59,400	-
Payments to tax increment fund	3,810,140	2,779,617	1,030,523
Other intergovernmental charges	1,068,592	1,037,446	31,146
Total Expenses	163,340,785	164,118,566	(777,781)
Change in Net Position	7,363,248	(3,281,464)	10,644,712
Beginning net position	33,725,795	37,007,259	(3,281,464)
Ending Net Position	\$ 41,089,043	\$ 33,725,795	\$ 7,363,248

LA PORTE INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS, *Continued*

For the Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

At the close of the fiscal year ending June 30, 2020, the District's governmental funds reported a combined fund balance of \$101,035,015. This compares to a combined fund balance of \$66,032,356 at June 30, 2019.

The general fund fund balance at the end of the fiscal year was \$54,387,098, which represented an increase of \$14,030,371 from the prior year. This increase was primarily due to an increase in State grants received, as well as a decrease in Chapter 41 recapture payments the District is required to make to the State.

The debt service fund fund balance at the end of the fiscal year was \$9,543,909, which represented a decrease of \$1,273,496 from the prior year. This decrease was primarily due to debt service payments exceeding interest and sinking property tax revenue for the year.

The capital projects fund fund balance at the end of the fiscal year was \$32,291,093, which represented an increase of \$22,824,017 from the prior year. This increase was primarily due to new debt issued during the fiscal year.

GENERAL FUND BUDGETARY HIGHLIGHTS

In accordance with State law and generally accepted accounting standards, the District prepares an annual budget for the general fund, the food service special revenue fund, and the debt service fund. The District budgets the capital projects fund for each *project*, which normally covers multiple years. Special revenue funds have budgets approved by the funding agency and are amended throughout the year as required.

During the period ended June 30, 2020, the District amended its budget as required by State law and to reflect current levels of revenue and anticipated expenses. The general fund's budgeted revenues exceeded actual revenues by \$3,390,067 primarily due to less state aid received than anticipated. Budgeted expenditures exceeded actual expenditures by \$5,934,969 primarily due to positive variances in function 11 as a result of less instructional costs occurred than anticipated, as well as in function 91 due to chapter 41 recapture payments being less than anticipated.

CAPITAL ASSETS

Capital assets are generally defined as those items that have useful lives of two years or more and have an initial cost or value (if donated) of an amount determined by the Board. During the fiscal year ended June 30, 2020, the District used a capitalization threshold of \$5,000, which means that all capital type assets, including library books, with a cost or initial value of less than \$5,000 were not included in the capital assets inventory.

At June 30, 2020, the District had a total of \$345,932,577 invested in capital assets (net of accumulated depreciation) such as land, construction in progress, buildings, and District equipment. This total includes \$2,547,029 invested during the fiscal year ended June 30, 2020.

More detailed information about the District's capital assets can be found in the notes to the financial statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS, Continued

For the Year Ended June 30, 2020

LONG-TERM DEBT

At year end, the District had \$353,695,936 in general obligation bonds outstanding versus \$341,038,095 last year. General obligation bonds increased by \$26,550,000 due to the issuance of the Unlimited School Building Bonds, Series 2020. These funds will be used for several building addition projects as well as ongoing renovation of existing facilities.

More detailed information about the District's long-term liabilities is presented in the notes to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The District's budgeted expenditures for the 2020-2021 school year total \$171,546,303 and the District's Board of Trustees adopted an M & O tax rate of \$1.04 and an I & S rate of \$.23 for a combined rate of \$1.27.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office at 1002 San Jacinto St, La Porte, Texas 77571 , or by calling (281)604-7048.

BASIC FINANCIAL STATEMENTS

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION - EXHIBIT A-1

June 30, 2020

Data Control Codes		1 Governmental Activities
	<u>Assets</u>	
1110	Cash and cash equivalents	\$ 138,102,268
1120	Investments	5,000,000
1220	Property taxes receivable	3,248,349
1230	Allowance for uncollectible taxes	(983,600)
1240	Due from other governments	3,230,903
1250	Accrued interest	26,088
1267	Due from fiduciary funds	550
1290	Other receivables	90,490
1300	Inventories	158,263
1410	Prepays	1,631,637
		<u>150,504,948</u>
	Capital assets:	
1510	Land	10,371,379
1520	Buildings and improvements, net	326,556,025
1530	Equipment and vehicles, net	9,005,173
		<u>345,932,577</u>
1000	Total Assets	<u>496,437,525</u>
	<u>Deferred Outflows of Resources</u>	
1700	Deferred charge on refunding	6,286,010
1705	Deferred outflows - pensions	11,679,830
1710	Deferred outflows - OPEB	4,645,147
1700	Total Deferred Outflows of Resources	<u>22,610,987</u>
	<u>Liabilities</u>	
2110	Accounts payable	953,905
2140	Interest payable	4,657,851
2165	Accrued liabilities	2,379,706
2180	Due to other governments	41,603,413
2300	Unearned revenue	361,186
		<u>49,956,061</u>
	Noncurrent liabilities:	
2501	Long-term liabilities due within one year	15,448,625
2502	Long-term liabilities due in more than one year	394,926,732
2000	Total Liabilities	<u>460,331,418</u>
	<u>Deferred Inflows of Resources</u>	
2605	Deferred inflows - pensions	4,687,315
2610	Deferred inflows - OPEB	12,940,736
2600	Total Deferred Inflows of Resources	<u>17,628,051</u>
	<u>Net Position</u>	
3200	Net investment in capital assets	27,121,161
	Restricted for:	
3850	Debt service	4,886,058
3860	Capital projects	3,599,558
3890	Grant funds	300,162
3900	Unrestricted	5,182,104
3000	Total Net Position	<u>\$ 41,089,043</u>

See Notes to Financial Statements.

595
(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES - EXHIBIT B-1

For the Year Ended June 30, 2020

Data Control Codes	Functions/Programs	1 Expenses	Program Revenues		Net (Expense)
			3 Charges for Services	4 Operating Grants and Contributions	6 Primary Gov. Governmental Activities
	Governmental Activities				
11	Instruction	\$ 61,008,278	\$ 78,631	\$ 4,053,586	\$ (56,876,061)
12	Instructional resources				
12	and media services	383,664	15,921	7,740	(360,003)
13	Curriculum/instructional				
13	staff development	941,971	4,908	243,071	(693,992)
21	Instructional leadership	1,229,030	-	204,546	(1,024,484)
23	School leadership	5,132,269	11,013	186,041	(4,935,215)
31	Guidance, counseling, and				
31	evaluation services	4,237,356	1,088	1,656,240	(2,580,028)
32	Social work services	247,234	-	2,209	(245,025)
33	Health services	994,588	306	39,193	(955,089)
34	Student (pupil) transportation	3,085,934	211	58,178	(3,027,545)
35	Food services	4,069,215	939,988	2,838,572	(290,655)
36	Extracurricular activities	2,614,667	333,992	57,680	(2,222,995)
41	General administration	3,688,217	92	70,351	(3,617,774)
51	Plant maintenance and operations	11,457,636	551	157,509	(11,299,576)
52	Security and monitoring services	1,813,636	-	24,547	(1,789,089)
53	Data processing services	3,903,305	305	40,852	(3,862,148)
61	Community services	66,847	2,389	26,551	(37,907)
72	Debt service - interest	11,548,802	-	-	(11,548,802)
73	Bond issuance costs and fees	236,690	-	-	(236,690)
91	Contracted instructional services				
91	between schools	41,571,997	-	-	(41,571,997)
93	Payments to fiscal agent/member				
93	districts of SSA	171,317	-	-	(171,317)
95	Payments to juvenile justice				
95	alternative education programs	59,400	-	-	(59,400)
97	Payments to tax increment fund	3,810,140	-	-	(3,810,140)
99	Other intergovernmental charges	1,068,592	-	-	(1,068,592)
	Total Governmental Activities	<u>\$ 163,340,785</u>	<u>\$ 1,389,395</u>	<u>\$ 9,666,866</u>	<u>(152,284,524)</u>
	General Revenues				
MT	Property taxes, levied for general purposes				105,161,625
DT	Property taxes, levied for debt service				26,805,586
GC	Grants and contributions not restricted				
GC	for specific programs				18,959,584
IE	Investment earnings				1,374,315
MI	Miscellaneous local and intermediate revenue				6,670,886
GA	Gain on sale of capital asset				675,776
TR				Total General Revenues	<u>159,647,772</u>
CN				Change in Net Position	<u>7,363,248</u>
NB	Beginning net position				<u>33,725,795</u>
NE				Ending Net Position	<u>\$ 41,089,043</u>
		596			

See Notes to Financial Statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET

GOVERNMENTAL FUNDS - EXHIBIT C-1

June 30, 2020

Data Control Codes		199	599	699	Total Nonmajor Funds
		General	Debt Service	Capital Projects	
	Assets:				
1110	Cash and cash equivalents	\$ 89,927,289	\$ 9,405,502	\$ 31,394,640	\$ 5,154,259
1120	Investments	5,000,000	-	-	-
1220	Property taxes receivable	2,601,784	646,565	-	-
1230	Allowance for uncollectibles	(780,000)	(203,600)	-	-
1240	Due from other governments	1,121,726	129,333	1,250,202	729,642
1250	Accrued interest	26,088	-	-	-
1260	Due from other funds	497,182	40,487	6,879	52,348
1290	Other receivables	1,283	-	73,569	15,638
1300	Inventories	16,584	-	28,352	80,850
1410	Prepaid items	1,561,320	-	64,673	-
1000	Total Assets	<u>\$ 99,973,256</u>	<u>\$ 10,018,287</u>	<u>\$ 32,818,315</u>	<u>\$ 6,032,737</u>
	Liabilities:				
2110	Accounts payable	\$ 183,231	\$ -	\$ 437,055	\$ 332,450
2150	Payroll deductions	571,633	-	-	-
2160	Accrued wages payable	1,256,184	-	-	161,899
2170	Due to other funds	161,329	-	90,167	384,287
2180	Due to other governments	41,571,997	31,413	-	-
2300	Unearned revenue	20,000	-	-	341,186
2000	Total Liabilities	<u>43,764,374</u>	<u>31,413</u>	<u>527,222</u>	<u>1,219,822</u>
	Deferred Inflows of Resources:				
2600	Unavailable revenue - property taxes	<u>1,821,784</u>	<u>442,965</u>	<u>-</u>	<u>-</u>
	Fund Balances:				
3410	Nonspendable - inventories	16,584	-	28,352	80,850
3430	Nonspendable - prepaid items	1,561,320	-	64,673	-
3450	Restricted - grants	-	-	-	300,162
3470	Restricted - capital acquisitions	-	-	32,198,068	-
3470	and contractual obligations	-	-	-	-
3480	Restricted - debt service	-	9,543,909	-	-
3540	Committed - self-insurance	1,000,000	-	-	-
3520	Committed - compensated absences	1,214,153	-	-	26,516
3545	Committed - student	-	-	-	-
3545	achievement and safety	-	-	-	4,405,387
3600	Unassigned	50,595,041	-	-	-
3000	Total Fund Balances	<u>54,387,098</u>	<u>9,543,909</u>	<u>32,291,093</u>	<u>4,812,915</u>
4000	Total Liabilities, Deferred Inflows of Resources, and Fund Balances	<u>\$ 99,973,256</u>	<u>\$ 10,018,287</u>	<u>\$ 32,818,315</u>	<u>\$ 6,032,737</u>

See Notes to Financial Statements.

98
Total
Governmental
Funds

\$	135,881,690
	5,000,000
	3,248,349
	(983,600)
	3,230,903
	26,088
	596,896
	90,490
	125,786
	1,625,993
\$	148,842,595

\$	952,736
	571,633
	1,418,083
	635,783
	41,603,410
	361,186
	45,542,831

2,264,749

125,786
1,625,993
300,162
32,198,068
9,543,909
1,000,000
1,240,669
4,405,387
50,595,041
101,035,015

\$ 148,842,595

(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION - EXHIBIT C-1R
June 30, 2020

Total fund balances for governmental funds	\$	101,035,015

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets used in governmental activities are not current financial resources and, therefore, not reported in the governmental funds.

Capital assets - nondepreciable	10,371,379	
Capital assets - depreciable, net	335,561,198	
		345,932,577

Other long-term assets are not available to pay for current period expenditures and, therefore, are deferred in the governmental funds.	2,264,749

The assets and liabilities of the internal service funds are included in the governmental activities in the Statement of Net Position	1,906,974

Some liabilities, including bonds payable and the net pension and net other postemployment liability (OPEB) are not reported as liabilities in the governmental funds.

Accrued interest	(4,657,851)	
Deferred outflows - pensions	11,679,830	
Deferred inflows - pensions	(4,687,315)	
Deferred outflows - OPEB	4,645,147	
Deferred inflows - OPEB	(12,940,736)	
Deferred charges on refunding	6,286,010	
Noncurrent liabilities due in one year	(15,448,625)	
Noncurrent liabilities due in more than one year	(394,926,732)	
		(410,050,272)

Net Position of Governmental Activities	\$	41,089,043

See Notes to Financial Statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS - EXHIBIT C-2

For the Year Ended June 30, 2020

Data Control Codes		199	599	699	Total
		General	Debt Service	Capital Projects	Nonmajor Funds
Revenues					
5700	Local and intermediate sources	\$ 112,230,164	\$ 27,080,450	\$ 1,455,623	\$ 1,562,395
5800	State program revenues	16,572,597	176,363	-	930,048
5900	Federal program revenues	2,210,624	-	-	5,216,922
5020	Total Revenues	131,013,385	27,256,813	1,455,623	7,709,365
Expenditures					
0011	Instruction	42,385,111	-	1,338,857	2,286,434
0012	Instructional resources and media services	347,449	-	-	15,921
0013	Curriculum and instructional staff development	647,295	-	-	215,506
0021	Instructional leadership	923,896	-	-	147,047
0023	School leadership	4,672,012	-	-	14,755
0031	Guidance, counseling, and evaluation services	2,268,446	-	-	1,440,657
0032	Social work services	241,850	-	-	-
0033	Health services	898,274	-	-	518
0034	Student transportation	2,696,534	-	953,496	211
0035	Food service	-	-	-	3,653,925
0036	Extracurricular activities	1,448,979	-	-	334,242
0041	General administration	3,255,708	-	229,275	322
0051	Plant maintenance and operations	7,976,222	-	2,576,831	44,174
0052	Security and monitoring services	1,584,245	-	137,451	3,792
0053	Data processing services	1,549,366	-	1,888,595	4,041
0061	Community services	17,726	-	-	28,929
Debt service:					
0071	Principal on long-term debt	-	15,385,000	-	-
0072	Interest on long-term debt	-	13,141,060	-	-
0073	Issuance costs and fees	-	236,690	-	-
Capital outlay:					
0081	Facilities acquisition and construction	-	-	1,507,101	85,574
Intergovernmental:					
0091	Contracted instructional services				
0091	between schools	41,571,997	-	-	-
0093	Payment related to shared service arrangements	171,317	-	-	-
0095	Payments to juvenile justice				
0095	alternative education programs	59,400	-	-	-
0097	Payments to tax increment fund	3,810,140	-	-	-
0099	Other intergovernmental charges	1,068,592	-	-	-
6030	Total Expenditures	117,594,559	28,762,750	8,631,606	8,276,048
1100	Excess (Deficiency) of Revenues				
	Over (Under) Expenditures	13,418,826	(1,505,937)	(7,175,983)	(566,683)
Other Financing Sources (Uses)					
7911	Issuance of bonds	-	-	26,550,000	-
7912	Sale of capital assets	824,770	-	-	-
7915	Transfers in	11,550	-	-	-
7916	Premium/discount on bonds	-	232,441	3,450,000	-
8911	Transfers (out)	(224,775)	-	-	(11,550)
7080	Total Other Financing Sources (Uses)	611,545	232,441	30,000,000	(11,550)
1200	Net Change in Fund Balances	14,030,371	(1,273,496)	22,824,017	(578,233)
0100	Beginning fund balances	40,356,727	10,817,405	9,467,076	5,391,148
3000	Ending Fund Balances	\$ 54,387,098	\$ 9,543,909	\$ 32,291,093	\$ 4,812,915

See Notes to Financial Statements.

98 Total Governmental Funds	
\$	142,328,632
	17,679,008
	7,427,546
	<u>167,435,186</u>
	46,010,402
	363,370
	862,801
	1,070,943
	4,686,767
	3,709,103
	241,850
	898,792
	3,650,241
	3,653,925
	1,783,221
	3,485,305
	10,597,227
	1,725,488
	3,442,002
	46,655
	15,385,000
	13,141,060
	236,690
	1,592,675
	41,571,997
	171,317
	59,400
	3,810,140
	1,068,592
	<u>163,264,963</u>
	<u>4,170,223</u>
	26,550,000
	824,770
	11,550
	3,682,441
	(236,325)
	<u>30,832,436</u>
	35,002,659
	66,032,356
\$	<u><u>101,035,015</u></u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES - EXHIBIT C-3
For the Year Ended June 30, 2020

Net change in fund balances - total governmental funds	\$	35,002,659

Amounts reported for governmental activities in the Statement of Activities are different because:

Governmental funds report capital outlays as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.

Depreciation		(13,052,199)
Capital outlay (net of disposed assets)		2,547,029

Revenues in the Statement of Activities that do not provide current financial resources are not reported as revenues in the funds.		(276,127)

The issuance of long-term debt (e.g., bonds, leases, certificates of obligation) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. Also, governmental funds report the effect of premiums, discounts, and similar items when it is first issued; whereas, these amounts are deferred and amortized in the Statement of Activities.

Principal repayments		15,385,000
Issuance of bonds		(26,550,000)
Accrued interest		260,102
Amortization of loss on refunding		(857,444)
Amortization of premiums		(1,492,841)

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

Compensated absences		(59,437)
Change in net pension liability		2,228,384
Deferred outflows - pensions		(3,021,380)
Deferred inflows - pensions		(2,855,996)
Change in net OPEB liability		1,947,487
Deferred outflows - OPEB		349,348
Deferred inflows - OPEB		(2,768,970)

Internal service funds are used by management to charge the costs of certain activities to individual funds. The net revenue (expense) of the internal service funds is reported with governmental activities.

		577,633

Change in Net Position of Governmental Activities	\$	7,363,248

See Notes to Financial Statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET POSITION PROPRIETARY FUNDS - EXHIBIT D-1

June 30, 2020

Data Control Codes		Internal Service
	<u>Assets</u>	
	Current assets:	
1110	Cash and cash equivalents	\$ 2,220,578
1260	Due from other funds	61,124
1300	Inventories, at cost	32,477
1410	Prepaid items	5,644
1000	Total Assets	2,319,823
	<u>Liabilities</u>	
	Current liabilities:	
2110	Accounts payable	1,169
2170	Due to other funds	21,687
2180	Due to other governments	3
2200	Accrued expenses	389,990
2000	Total Liabilities	412,849
	<u>Net Position</u>	
3900	Unrestricted	1,906,974
3000	Total Net Position	\$ 1,906,974

See Notes to Financial Statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION
PROPRIETARY FUNDS - EXHIBIT D-2
For the Year Ended June 30, 2020

Data Control Codes		Internal Service
	<u>Operating Revenues</u>	
5700	Charges for services	\$ 895,270
5020		
	Total Operating Revenues	895,270
	<u>Operating Expenses</u>	
6100	Payroll costs	322,897
6200	Professional and contracted services	155,661
6300	Supplies and materials	51,979
6400	Other operating costs	15,286
6030		
	Total Operating Expenses	545,823
	Operating Income	349,447
	<u>Nonoperating Revenues</u>	
7020	Earnings on investments	3,411
7915	Transfers in	224,775
8030		
	Total Nonoperating Revenues	228,186
1300		
	Change in Net Position	577,633
0100	Beginning net position	1,329,341
3300		
	Ending Net Position	\$ 1,906,974

See Notes to Financial Statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CASH FLOWS

PROPRIETARY FUNDS - EXHIBIT D-3

For the Year Ended June 30, 2020

	Internal Service
<u>Cash Flows from Operating Activities</u>	
Cash received from user charges	\$ 895,270
Cash payments for insurance claims	(258,831)
Cash payments for other operating expenses	(454,269)
Net Cash Provided by Operating Activities	182,170
<u>Cash Flows from Noncapital Financing Activities</u>	
Operating subsidies and transfers to other funds	224,775
Net Cash Provided by Noncapital Financing Activities	224,775
<u>Cash Flows from Investing Activities</u>	
Proceeds from earnings on investments	3,411
Net Cash Provided by Investing Activities	3,411
Net Increase in Cash and Cash Equivalents	410,356
Beginning cash and cash equivalents, beginning of year	1,810,222
Ending Cash and Cash Equivalents	\$ 2,220,578
Reconciliation of Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:	
Operating income	\$ 349,447
Effect of increases and (decreases) in current assets and liabilities	
(Increase) in due from other funds	(3,215)
Decrease in inventory	8,876
(Increase) in prepaid items	(4,007)
Increase in accounts payable	908
(Decrease) in due to other funds	(26,054)
(Decrease) in due to other governments	(42)
(Decrease) in accrued liabilities	(143,743)
Net Cash Provided by Operating Activities	\$ 182,170

See Notes to Financial Statements.

611
(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

FIDUCIARY FUNDS - EXHIBIT E-1

June 30, 2020

Data Control Codes		820 Trust	865 Agency
	<u>Assets</u>		
1110	Cash and cash equivalents	\$ 235,141	\$ 116,330
1260	Due from other funds	93	584
1000	Total Assets	235,234	116,914
	<u>Liabilities</u>		
2110	Account payable	1,030	4,309
2170	Due to other funds	-	1,227
2190	Due to student groups	29,220	111,378
2000	Total Liabilities	30,250	116,914
	<u>Net Position</u>		
3800	Held in trust for private purpose	204,984	-
	Total Net Position	\$ 204,984	\$ -

See Notes to Financial Statements.

(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

FIDUCIARY FUNDS - EXHIBIT E-2

For the Year Ended June 30, 2020

<u>Data Control Codes</u>			<u>820 Trust</u>
	<u>Additions</u>		
5740	Gift and contributions		\$ 122,523
		Total Additions	<u>122,523</u>
	<u>Deductions</u>		
6399	Administrative costs		128,753
		Total Deductions	<u>128,753</u>
		Change in Net Position	(6,230)
	Beginning net position		<u>211,214</u>
		Ending Net Position	<u>\$ 204,984</u>

(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

For the Year Ended June 30, 2020

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

La Porte Independent School District (the “District”) is a public educational agency operating under the applicable laws and regulations of the State of Texas (the “State”). It is governed by a seven-member Board of Trustees (the “Board”) elected by registered voters of the District. The District prepares its basic financial statements in conformity with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board (GASB) and it complies with the requirements of the appropriate version of Texas Education Agency’s (TEA) *Financial Accountability System Resource Guide* (the “Resource Guide”) and the requirements of contracts and grants of agencies from which it receives funds.

The District is an independent political subdivision of the State governed by a board elected by the public and it has the authority to make decisions, appoint administrators and managers, and significantly influence operations, and is considered a primary government. As required by generally accepted accounting principles, these basic financial statements have been prepared based on considerations regarding the potential for inclusion of other entities, organizations, or functions as part of the District’s financial reporting entity. No other entities have been included in the District’s reporting entity. Additionally, as the District is considered a primary government for financial reporting purposes, its activities are not considered a part of any other governmental or other type of reporting entity.

B. Government-Wide Financial Statements

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the nonfiduciary activities of the primary government. All fiduciary activities are reported only in the fund financial statements. *Governmental activities*, which normally are supported by taxes, intergovernmental revenues, and other nonexchange transactions, are reported separately.

C. Basis of Presentation – Government-Wide Financial Statements

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds and internal service funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. Exceptions to this general rule are payments in lieu of taxes where the amounts are reasonable equivalent in value to the interfund services provided.

D. Basis of Presentation – Fund Financial Statements

The fund financial statements provide information about the District’s funds, including its fiduciary funds. Separate statements for each fund category – governmental, proprietary, and fiduciary – are presented. The emphasis of fund financial statements is on major governmental and proprietary funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

The District reports the following governmental funds:

General Fund

The general fund is the District's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund. The general fund is always considered a major fund for reporting purposes.

Debt Service Fund

The debt service fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditures for principal and interest on all long-term debt of the District. The primary source of revenue for debt service is local property taxes. The debt service fund is considered a major fund for reporting purposes.

Capital Projects Fund

The capital projects fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditures for capital outlay, including the acquisition or construction of capital facilities and other capital assets. The capital projects fund is considered a major fund for reporting purposes.

Special Revenue Funds

The special revenue funds are used to account for the proceeds of specific revenue sources that are restricted to expenditures for specific purposes other than debt service or capital projects. The restricted proceeds of specific revenue sources comprise a substantial portion of the inflows of these special revenue funds. Most federal and some state financial assistance is accounted for in a special revenue fund.

Proprietary Funds

Proprietary funds are used to account for activities that are similar to those often found in the private sector. All assets, liabilities, equities, revenues, expenses, and transfers relating to the District's business-type activities are accounted for through proprietary funds. The measurement focus is on determination of net income, financial position, and cash flows. Proprietary funds distinguish operating revenues and expenses from nonoperating items. Operating revenues include charges for services. Operating expenses includes costs of material, contracts, personnel, and depreciation. All revenues and expenses not meeting this definition are reported as nonoperating revenues and expenses.

The proprietary fund type used by the District includes the following:

Internal Service Funds

These funds are used to account for and report revenue and expenses related to services provided to parties inside the District on a cost-reimbursement basis. These funds account for the District's child care service, District's group health insurance benefits and workers' compensation risk management, as well as activity in the District's print shop. Because the principal users of the internal service funds are the District's governmental activities, this fund

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

type is included in the governmental activities column of the governmental-wide financial statements.

Fiduciary Funds

The fiduciary funds account for assets held by the District in a trustee capacity or as an agent on behalf of others. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs.

The District has the following type of fiduciary funds:

Agency Funds

The agency funds are custodial in nature and do not present results of operations or have a measurement focus. Agency funds are accounted for using the accrual basis of accounting. These funds are used to account for the District's student activity funds.

Trust Funds

The trust funds are custodial in nature and do not present results of operations or have a measurement focus. Trust funds are accounted for using the accrual basis of accounting. These funds are used to account for the District's private-purpose funds.

During the course of operations, the District has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

E. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide, proprietary fund, and fiduciary fund financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt services expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

Property taxes and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Entitlements are recorded as revenues when all eligibility requirements are met, including any time requirements, and the amount is received during the period or within the availability period for this revenue source (within 60 days of year end). Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met, and the amount is received during the period or within the availability period for the revenue source (within 60 days of year end). All other revenue items are considered measurable and available only when cash is received by the District.

F. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

1. Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

2. Investments

Investments, except for certain investment pools, commercial paper, money market funds, and investment contracts, are reported at fair value. The investment pools operate in accordance with appropriate state laws and regulations and are reported at amortized cost. Money market funds, which are short-term highly liquid debt instruments that may include U.S. Treasury and agency obligations and commercial paper that have a remaining maturity of one year or less upon acquisition, are reported at amortized cost. Investments in nonparticipating interest earning contracts, such as certificates of deposit, are reported at cost.

The District has adopted a written investment policy regarding the investment of its funds as defined in the Public Funds Investment Act, Chapter 2256, Texas Governmental Code. In summary, the District is authorized to invest in the following:

- Direct obligations of the U.S. Government
- Fully collateralized certificates of deposit and money market accounts
- Government investment pools and commercial paper

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

3. Inventories and Prepaid Items

The costs of governmental fund type inventories are recorded as expenditures when the related liability is incurred (i.e., the purchase method). Certain payments to vendors reflect costs applicable to the future accounting period (prepaid expenditures) are recognized as expenditures when utilized.

4. Capital Assets

Capital assets, which include land, buildings, furniture, and equipment, are reported in the applicable governmental activities columns in the government-wide financial statements. Capital assets are defined by the government as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation. Major outlays for capital assets and improvements are capitalized as projects are constructed.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Property, plant, and equipment of the primary government are depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Description</u>	<u>Estimated Useful Life</u>
Buildings and improvements	20 to 65 years
Equipment and Vehicles	5-20 years

5. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time.

Deferred outflows/inflows of resources are amortized as follows:

- Deferred outflows/inflows from pension/other postemployment benefits (OPEB) activities are amortized over the average of the expected service lives of pension/OPEB plan members, except for the net differences between the projected and actual investment earnings on the pension/OPEB plan assets, which are amortized over a period of five years.
- For employer pension/OPEB plan contributions that were made subsequent to the measurement date through the end of the District's fiscal year, the amount is deferred and recognized as a reduction to the net pension/OPEB liability during the measurement period in which the contributions were made.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

- A deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt.

At the fund level, the District has only one type of item, which arises only under a modified accrual basis of accounting, that qualifies for reporting in this category. Accordingly, the item, *unavailable revenue*, is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from property taxes. This amount is deferred and recognized as an inflow of resources in the period that the amount becomes available.

6. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method, if material. Bonds payable are reported net of the applicable bond premium or discount.

Long-term debt for governmental funds is not reported as a liability in the fund financial statements until due. The debt proceeds are reported as other financing sources, net of the applicable premium or discount and payment of principal and interest reported as expenditures. In the governmental fund types, issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures. However, claims and judgments paid from governmental funds are reported as a liability in the fund financial statements only for the portion expected to be financed from expendable, available financial resources.

The property tax rate is allocated each year between the general and debt service funds. The full amount estimated to be required for debt service on general obligation debt is provided by the tax along with the interest earned in the debt service fund.

7. Compensated Absences

Twelve-month employees with less than ten years of service accrue .834 days of vacation each month between July 1 and June 30. Twelve-month employees with great than 10 years of service accrue 1.25 vacation days each month between July 1 and June 30. Employees may accrue up to a maximum of 35 vacation days. Earned vacation time shall be paid to an employee who voluntarily separates from employment.

A permanent employee who was employed by the District prior to September 1, 1994, who contributes to the Teacher Retirement System (TRS) through payroll deductions, who was employed by the District for the past ten consecutive years, and who retires from the District under the provisions of TRS shall be paid for all unused state and local sick leave accrued while employed by the District. The total paid days cannot exceed 90 and will be based on the employee's then current rate during the 2003-2004 year.

In lieu of benefits provided in the preceding paragraph, an employee eligible for such benefits may opt to receive a lump sum equivalent to seventy percent of the eligible benefits made available by this policy in exchange for waiving all other benefits owed under this policy. The accrual for accumulated unpaid sick leave and vacation leave benefits has been recorded in the government-wide financial statements.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

8. Net Position Flow Assumption

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

9. Fund Balance Flow Assumptions

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

10. Fund Balance Policies

Fund balances of governmental funds are reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The District itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

Amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact are classified as nonspendable fund balance. Amounts that are externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions are classified as restricted fund balance.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the District's highest level of decision-making authority. The District's Board is the highest level of decision-making authority for the District that can, by adoption of an ordinance prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the ordinance remains in place until a similar action is taken (the adoption of another ordinance) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the District for specific purposes but do not meet the criteria to be classified as committed. The District's Board may also assign fund balance as it does when appropriating fund balance to cover a gap between estimated revenue and appropriations in the subsequent year's appropriated budget. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

11. Estimates

The preparation of financial statements, in conformity with generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

12. Data Control Codes

The data control codes refer to the account code structure prescribed by TEA in the Resource Guide. The TEA requires school districts to display these codes in the financial statements filed with the TEA in order to insure accuracy in building a statewide database for policy development and funding plans.

13. Pensions

The fiduciary net position of the Teacher Retirement System ("TRS") has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities, and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

14. Other Postemployment Benefits

The fiduciary net position of the TRS Texas Public School Retired Employees Group Insurance Program ("TRS-Care") has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes, for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, OPEB expense, and information about assets, liabilities, and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

G. Revenues and Expenditures/Expenses

1. Program Revenues

Amounts reported as *program revenues* include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions (including special assessments) that are restricted to meeting the operational or capital requirements of a particular function or segment. All taxes, including those dedicated for specific purposes, and other internally dedicated resources are reported as general revenues rather than as program revenues.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

2. Property Taxes

All taxes due to the District on real or personal property are payable at the Office of the Tax Assessor-Collector and may be paid at any time after the tax rolls for the year have been completed and approved, which is no later than October 1. Taxes are due by January 31, and all taxes not paid prior to this date are deemed delinquent and are subject to such penalty and interest.

Property taxes attach as an enforceable lien on property as of January 1 each year. Taxes are levied on October 1 and are payable prior to the next February 1. District property tax revenues are recognized when collected.

II. STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

The District adopts annual appropriations type budgets for the general fund, national school breakfast and lunch program special revenue fund, and the debt service fund using the same method of accounting as for financial reporting, as required by law. The remaining special revenue funds (primarily federal grant programs) utilize a managerial type budget. These grants are subject to Federal, State and locally imposed project length budgets and monitoring through submission of reimbursement reports.

Expenditures may not legally exceed budgeted appropriations at the function or activity level. Expenditure requests which require an increase in total budgeted appropriations must be approved by the Board through a formal budget amendment. State law prohibits trustees from making budget appropriations in excess of funds available and estimated revenues. State law also prohibits amendment of the budget after fiscal year end.

The administrative level at which responsibility for control of budgeted appropriations begins at the organization level within each function of operations. The finance department reviews closely the expenditures requests submitted by the various organizational heads (principal and department heads) throughout the year to ensure proper spending compliance. No public funds of the District shall be expended in any manner other than as provided for in the budget adopted by the Board.

The official school budget was prepared for adoption for budgeted governmental fund types by July 1, 2019. The budget was formally adopted by the Board at a duly advertised public meeting prior to the expenditure of funds. The final amended budget is filed with the TEA through inclusion in the annual financial and compliance report.

Encumbrance accounting is utilized in all governmental fund types. Encumbrances for goods or purchased services are documented by purchase order contracts. Under Texas law, appropriations lapse at year end.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

As of June 30, 2020, the District had the following investments:

<u>Investments</u>	<u>Amount</u>	<u>Weighted Average Maturity (Years)</u>	<u>Rating</u>
Certificates of Deposit	\$ 5,000,000	1.02	N/A
Texpool Investment Pool	44,905,790	0.13	AAAm
Lone Star Investment Pool	37,848,672	0.10	AAA
Texas CLASS Investment Pool	48,013,762	0.23	AAA
Texas Term Cooperative Pool	2,619,936	0.22	AAA
Total Investments	\$ 133,388,160	0.34	

Interest rate risk. In accordance with its investment policy, the District manages its exposure to declines in fair values by structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and invest operating funds primarily in short-term securities.

Credit risk. The District's policy requires that investment pools must be rated no lower than 'AAA' or 'AAA-m'. Bankers' acceptances must be issued in the United States and carry a rating of 'A1'/'P1' as provided by two of the top nationally recognized rating agencies. As of June 30, 2020, the District's investments in TexPool were rated 'AAAm', and investments in Lone Star, Texas CLASS and Texas Term were rated 'AAA' by Standard & Poor's.

Custodial credit risk – deposits. In the case of deposits, this is the risk that the District's deposits may not be returned in the event of a bank failure. The District's investment policy requires funds on deposit at the depository bank to be collateralized by securities. As of June 30, 2020, fair market values of pledged securities and FDIC coverage exceeded bank balances.

Custodial credit risk – investments. For an investment, this is the risk that the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party in the event of the failure of the counterparty. The District's investment policy requires that it will seek to safekeep securities at financial institutions, avoiding physical possession. Further, all trades, where applicable, shall be conducted on a delivery versus payment basis or commercial book entry system as utilized by the Federal Reserve and shall be protected through the use of a third-party custody/safekeeping agent.

TexPool

TexPool was established as a trust company with the Treasurer of the State of Texas as trustee, segregated from all other trustees, investments, and activities of the trust company. The State Comptroller of Public Accounts exercises oversight responsibility over TexPool. Oversight includes the ability to significantly influence operations, designation of management, and accountability for fiscal matters. Additionally, the State Comptroller has established an advisory board composed of both participants in TexPool and other persons who do not have a business relationship with TexPool. The advisory board members review the investment policy and management fee structure. Finally, Standard & Poor's rates TexPool 'AAAm'. As a requirement to maintain the rating, weekly

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

portfolio information must be submitted to Standard & Poor's, as well as to the office of the Comptroller of Public Accounts for review.

TexPool is an external investment pool measured at amortized cost. In order to meet the criteria to be recorded at amortized cost, TexPool must transact at a stable net asset value per share and maintain certain maturity, quality, liquidity, and diversification requirements within TexPool. TexPool transacts at a net asset value of \$1.00 per share, has weighted average maturities of 60 days or less, and weighted average lives of 120 days or less. Investments held are highly rated by nationally recognized statistical rating organizations, have no more than five percent of portfolio with one issuer (excluding U.S. government securities), and can meet reasonably foreseeable redemptions. TexPool has a redemption notice period of one day and may redeem daily. TexPool's authority may only impose restrictions on redemptions in the event of a general suspension of trading on major securities markets, general banking moratorium, or national state of emergency that affects TexPool's liquidity.

Texas CLASS

The Texas Cooperative Liquid Assets Securities System Trust – Texas (CLASS) is a public funds investment pool under Section 2256.016 of the Public Funds Investment Act, Texas Government Code, as amended. CLASS is created under an amended and restated trust agreement, dated as of December 14, 2011 (the "Agreement"), among certain Texas governmental entities investing in CLASS (the "Participants"), with Cutwater Investor Services Corporation as program administrator and Wells Fargo Bank Texas, NA as custodian. CLASS is not SEC registered and is not subject to regulation by the State. Under the Agreement, however, CLASS is administered and supervised by a seven-member board of trustees (the "Board"), whose members are investment officers of the Participants, elected by the Participants for overlapping two-year terms. In the Agreement and by resolution of the Board, CLASS has contracted with Cutwater Investors Service Corporation to provide for the investment and management of the public funds of CLASS. Separate financial statements for CLASS may be obtained from CLASS' website at www.texasclass.com.

Lone Star

The Lone Star Investment Pool ("Lone Star") is a public funds investment pool created pursuant to the Interlocal Cooperation Act, Texas Government Code Chapter 791, and the Public Funds Investment Act, Texas Government Code, Chapter 2256. Lone Star is administered by First Public, a subsidiary of the Texas Association of School Boards, with Standish and American Beacon Advisors managing the investment and reinvestment of Lone Star's assets. State Street Bank provides custody and valuation services to Lone Star. All of the Board's eleven members are Lone Star participants by either being employees or elected officials of a participant. Lone Star has established an advisory board composed of both pool members and nonmembers. Lone Star is rated AAA by Standard and Poor's and operated in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. The District is invested in the Government Overnight Fund of Lone Star which seeks to maintain a net asset value of one dollar. Lone Star has 3 different funds: Government Overnight, Corporate Overnight, and Corporate Overnight Plus. Government Overnight and Corporate Overnight maintain a net asset value of one dollar and the Corporate Overnight Plus maintains a net asset value of one dollar.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

TexasTERM

The Texas Term Local Government Investment Pool ("TexasTERM") is a local government investment pool organized under the authority of the Interlocal Cooperation Act, Chapter 791, Texas Government Code, and the Public Funds Investment Act, Chapter 2256, Texas Government Code. TexasTERM is administered by PFM Asset Management LLC, which also serves as the investment advisor. The reported value of TexasTERM is the same as the fair value of the TexasTERM shares. Investment options include TexasDAILY, a money market portfolio, that is rated AAAM by Standard and Poor's, and TexasTERM CD Purchase Program, a fixed rate, fixed-term investment option enabling investors to invest in FDIC insured certificates of deposit from banks throughout the United States.

B. Capital Assets

A summary of changes in capital assets for governmental activities at year end is as follows:

	<u>Beginning Balances</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balances</u>
Governmental Activities:				
Capital assets not being depreciated:				
Land	\$ 10,520,373	\$ -	\$ 148,994	\$ 10,371,379
Construction in progress	3,135	1,516,155	1,519,290	-
Total capital assets not being depreciated	<u>10,523,508</u>	<u>1,516,155</u>	<u>1,668,284</u>	<u>10,371,379</u>
Capital assets being depreciated:				
Buildings and improvements	435,231,666	1,519,290	-	436,750,956
Equipment and vehicles	26,606,012	1,179,868	-	27,785,880
Total other capital assets	<u>461,837,678</u>	<u>2,699,158</u>	<u>-</u>	<u>464,536,836</u>
Less accumulated depreciation for:				
Buildings and improvements	98,707,430	11,487,501	-	110,194,931
Equipment and vehicles	17,216,009	1,564,698	-	18,780,707
Total accumulated depreciation	<u>115,923,439</u>	<u>13,052,199</u>	<u>-</u>	<u>128,975,638</u>
Other capital assets, net	<u>345,914,239</u>	<u>(10,353,041)</u>	<u>-</u>	<u>335,561,198</u>
Governmental Activities Capital Assets, Net	<u>\$ 356,437,747</u>	<u>\$ (8,836,886)</u>	<u>\$ 1,668,284</u>	<u>345,932,577</u>
			Less associated debt	(353,695,936)
			Plus unspent bond proceeds	28,598,510
			Plus deferred charge on refunding	<u>6,286,010</u>
			Net Investment in Capital Assets	<u>\$ 27,121,161</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, Continued
For the Year Ended June 30, 2020

Depreciation was charged to governmental functions as follows:

	Governmental Activities
11 Instruction	\$ 10,792,412
12 Instructional resources/media services	1,424
21 Instructional leadership	17,905
23 School leadership	1,050
33 Health services	760
34 Student (pupil) transportation	208,742
35 Food services	111,424
36 Extracurricular activities	691,429
41 General administration	31,953
51 Plant maintenance and operations	738,543
52 Security and monitoring services	65,586
53 Data processing services	370,812
61 Community services	20,159
Total Depreciation Expense	\$ 13,052,199

C. Long-Term Debt

The following is a summary of changes in the District's total governmental long-term liabilities for the year. In general, the District uses the debt service fund to liquidate governmental long-term liabilities.

	Beginning Balance	Additions	Reductions	Ending Balance	Amounts Due Within One Year
Governmental Activities:					
Bonds payable:					
General obligation bonds	\$ 319,985,000	\$ 26,550,000	\$ 15,385,000	\$ 331,150,000	\$ 15,340,000
Bond premiums	21,053,095	3,682,441	2,189,600	22,545,936	-
	<u>341,038,095</u>	<u>30,232,441</u>	<u>17,574,600</u>	<u>353,695,936 *</u>	<u>15,340,000</u>
Other liabilities:					
Compensated absences	1,181,231	118,875	59,438	1,240,668	108,625
Net pension liability	28,585,684	-	2,228,384	26,357,300	-
Net OPEB liability	31,028,940	-	1,947,487	29,081,453	-
Total Governmental Activities	\$ 401,833,950	\$ 30,351,316	\$ 21,809,909	\$ 410,375,357	\$ 15,448,625
				<u>Long-term liabilities due in more than one year</u>	
				<u>\$ 394,926,732</u>	
				<u>*Debt associated with capital assets</u>	<u>\$ 353,695,936</u>

Long-term liabilities applicable to the District's governmental activities are not due and payable in the current period and, accordingly, are not reported as fund liabilities in the governmental funds. Interest on long-term debt is not accrued in governmental funds, but rather is recognized as an expenditure when due.

The District issues general obligation bonds to provide funds for the acquisition and construction of major capital facilities, as well as for renovations and repairs to existing facilities as needed. The District issued the Unlimited School Building bonds Series 2020 in February 2020 for these purposes. These bonds will mature in February 2035 and have an interest rate of 2 to 5%.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

In prior years, the District defeased certain general obligation bonds by placing the proceeds of the bonds in an irrevocable trust for all future debt service payments on the refunded bonds. Accordingly, the trust account assets and liabilities for the defeased bonds are not included in the District's financial statements. There were no defeased bonds outstanding as of June 30, 2020.

Bonded debt payable as of June 30, 2020 is as follows:

Date of Issue	Description	Interest Rate Payable	Original Amounts Issued	Amounts Outstanding 06/30/19	Retired Current Year	Amounts Outstanding 06/30/20
2/19/2020	Unlimited Tax School Building Bonds Series 2020	2.00-5.00%	\$ 26,550,000	\$ -	\$ -	\$ 26,550,000
6/7/2016	Unlimited Tax School Building Bonds Series 2016	2.00-5.00%	\$ 43,385,000	35,780,000	630,000	35,150,000
4/19/2016	Unlimited Tax Refunding Bonds Series 2016	2.50-5.00%	\$ 21,370,000	20,185,000	1,300,000	18,885,000
8/12/2015	Unlimited Tax School Building Bonds Series 2015	3.00-5.00%	\$ 72,545,000	56,640,000	2,685,000	53,955,000
4/6/2015	Unlimited Tax Refunding Bonds Series 2015	3.00-5.00%	\$ 67,760,000	61,720,000	3,890,000	57,830,000
11/18/2014	Unlimited Tax Refunding Bonds Series 2014	4.38-5.00%	\$ 6,090,000	2,670,000	170,000	2,500,000
10/2/2014	Unlimited Tax School Building Bonds Series 2014	2.00-5.00%	\$ 99,675,000	82,880,000	1,855,000	81,025,000
5/17/2012	Unlimited Tax Refunding Bonds Series 2012	2.00-5.00%	\$ 40,685,000	38,230,000	2,205,000	36,025,000
9/14/2010	Unlimited Tax Schoolhouse Bonds Taxable Series 2010B (BABs)	3.52-4.64%	\$ 18,880,000	18,880,000	-	18,880,000
9/14/2010	Unlimited Tax Schoolhouse Bonds Series 2010A (Tax-Exempt)	2.00-4.00%	\$ 7,780,000	2,295,000	2,295,000	-
1/19/2010	Unlimited Tax Refunding Bonds, Series 2010	2.25-5.00%	\$ 19,500,000	705,000	355,000	350,000
Totals				\$ 319,985,000	\$ 15,385,000	\$ 331,150,000

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

The annual requirements to amortize debt issues outstanding at year end were as follows:

Year Ended June 30	Principal	Interest	Total Requirements
2021	\$ 15,340,000	\$ 13,429,421	\$ 28,769,421
2022	15,915,000	12,673,802	28,588,802
2023	16,640,000	11,920,507	28,560,507
2024	17,405,000	11,214,235	28,619,235
2025	18,195,000	10,387,735	28,582,735
2026-2030	102,480,000	40,428,728	142,908,728
2031-2035	84,790,000	22,198,963	106,988,963
2036-2040	60,385,000	6,751,173	67,136,173
	<u>\$ 331,150,000</u>	<u>\$ 129,004,564</u>	<u>\$ 460,154,564</u>

D. Operating Leases

Commitments under operating leases (noncapitalized) for facilities and equipment are subject to fiscal funding clauses and are cancellable by the District. The District therefore is not obligated for minimum future rental payments as of June 30, 2020.

Rental expenditures for the fiscal year ended June 30, 2020 totaled \$249,719

E. Interfund Transactions

The interfund balances and transfers at June 30, 2020 were as follows:

Transfers Out	Transfers In	Amount
State Funded Special Revenue	General	\$ 11,550
General	Internal service	224,775
	Total	<u>\$ 236,325</u>

Amounts recorded as due to/from are considered to be temporary loans and will be repaid during the following year.

Due From	Due To	Amount
General	Nonmajor governmental	\$ 384,101
General	Capital projects	90,167
General	Internal service	21,687
General	Fiduciary	1,227
Nonmajor governmental	General	52,196
Nonmajor governmental	Nonmajor governmental	152
Debt service	General	40,487
Capital projects	General	6,879
Internal service	General	61,090
Fiduciary	General	677
Internal service	Nonmajor governmental	34
	Total	<u>\$ 658,697</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

IV. OTHER INFORMATION

A. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the District purchases commercial insurance. The District has not significantly reduced insurance coverage or had settlements which exceeded coverage amounts for the past three years.

Effective in fiscal year 2008, the District established a self-insurance plan for workers' compensation benefits for employees (the "Plan"). The District's retention of risk is \$1,000,000 per occurrence with an aggregate stop-loss limit of \$5,000,000. Claims incurred by the employees of the District are handled by a third-party administrator who is responsible for estimating losses to be incurred by the District and ultimately paid to the claimant.

Settled claims have not exceeded the aggregate coverage in any year the Plan has been in effect. Insurance coverage has not been reduced for the year from the prior year. Accrued claims payable of \$389,990 as of June 30, 2020 includes provisions for reported claims and claims incurred but not year reported is determined by estimating the amount that will ultimately be paid each claimant and is calculated and provided by the District's third-party administrator. Accrued claims payable have not been discounted to their present value as the District expects such claims to be paid within the following fiscal year. The District believes that any discount of the claims payable would not be material to the overall financial statements.

Changes in the Plan claims liability amount for the fiscal year ended June 30, 2020 are as follows:

	2020	2019
Liability, beginning of year	\$ 533,733	\$ 554,473
Current year claims charges and estimates	144,570	198,971
Claim payments	(288,313)	(219,711)
Liability, End of Year	\$ 389,990	\$ 533,733

B. Contingent Liabilities

Amounts received or receivable from granting agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount of expenditures which may be disallowed by the grantor cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

Liabilities are reported when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated. Liabilities include an amount for claims that have been incurred but not reported. Claim liabilities are calculated considering the effects of inflation, recent claim settlement trends including frequency and amount of payouts, and other economic and social factors. No claim liabilities are reported at year end.

The Tax Reform Act of 1986 instituted certain arbitrage restrictions consisting of complex regulations with respect to issuance of tax-exempt bonds after August 31, 1986. Arbitrage regulations deal with the investment of tax-exempt bond proceeds at an interest yield greater than the interest yield paid to bondholders. Generally, all interest paid to bondholders can be retroactively

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

rendered taxable if applicable rebates are not reported and paid to the Internal Revenue Service (IRS) at least every five years for applicable bond issues. Accordingly, there is the risk that if such calculations are not performed, or not performed correctly, it could result in a substantial liability to the District. The District has engaged an arbitrage consultant to perform the calculations in accordance with IRS rules and regulations.

C. Litigation

The District is a party to various legal actions, none of which is believed by the administration or its legal counsel to have a material effect on the financial condition of the District. Accordingly no provision for losses has been recorded in the accompanying basic financial statements for such contingencies.

D. Defined Benefit Pension Plan

Teacher Retirement System

Plan Description

The District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by TRS. It is a defined benefit pension plan established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by TRS.

Pension Plan Fiduciary Net Position

Detailed information about the TRS's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and Required Supplementary Information. That report may be obtained on the Internet at <http://www.trs.state.gov/TR%20Documents/cafr2019.pdf>, selecting About TRS, then Publications, then Financial Reports, or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698.

Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3% (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

There are no automatic postemployment benefit changes, including automatic cost of living adjustments (COLAs). Ad hoc postemployment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan Description above.

The Government Code section 821.006 prohibits benefit improvements if, as a result of the particular actions, the time required to amortize TRS unfunded actuarial liabilities would be increased to a period that exceeds 31 years or, if the amortization period already exceeds 31 years, the period would be increased by such action.

In May 2019, the 86th Texas Legislature approved the TRS Pension Reform Bill (SB12) that provides for gradual contribution increase from the State, participating employers, and active employees to make TRS actuarially sound. This action causing TRS to be actuarially sound allowed the legislature to approve funding for a thirteenth check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or \$2,000, whichever was less.

Contributions

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas Legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of TRS during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. SB12 of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 through 2025.

Contribution Rates			
Fiscal Year	State	Public Education	Active
		Employer*	Employee
2019	6.80%	1.50%	7.70%
2020	7.50%	1.50%	7.70%
2021	7.50%	1.60%	7.70%
2022	7.75%	1.70%	8.00%
2023	8.00%	1.80%	8.00%
2024	8.25%	1.90%	8.25%
2025	8.25%	2.00%	8.25%

*SB 12 requires an increase in employer contributions by public school districts, charter schools, and regional education service centers. Prior to SB12, only those employers not participating in Social Security were required to pay a 1.5% contribution. Beginning September 1, 2019, all employers are required to pay the Public Education Employer contribution irrespective of participation in Social Security.

Contribution Rates

	<u>2019</u>	<u>2020</u>
Member	7.7%	7.7%
NECE (State)	6.8%	6.8%
Employers	6.8%	6.8%

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

	<u>Measurement Year (2019)</u>	<u>Fiscal Year (2020)</u>
Employer contributions	\$ 1,774,686	\$ 1,704,530
Member contributions	\$ 4,126,955	\$ 4,218,965
NECE on-behalf contributions	\$ 2,400,673	\$ 3,076,101

Contributors to TRS include members, employers, and the State as the only NECE. The State is the employer for senior colleges, medical schools, and state agencies including TRS. In each respective role, the State contributes to TRS in accordance with state statutes and the General Appropriations Act.

As the NECE for public education and junior colleges, the State contributes to TRS an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of TRS during that fiscal year reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities, or the State as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational, and general or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to TRS an amount equal to 50% of the state contribution rate for certain instructional or administrative employees and 100% of the state contribution rate for all other employees.
- When the employing district is a public or charter school, the employer shall contribute 1.5% of covered payroll to TRS beginning in fiscal year 2020. The contribution rate, called the Public Education Employer Contribution (PEEC), will replace the Non-Federal Old-Age, Survivors, and Disability Insurance (OASDI) Program surcharge that was in effect in fiscal year 2019.

In addition to the employer contributions listed above, there are two additional surcharges to which an employer is subject;

- When employing a retiree of TRS, the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district or charter school does not contribute to the OASDI Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees and 100% of the state contribution rate for all other employees. This surcharge was in effect through fiscal year 2019 and was replaced by the PEEC explained above.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

Actuarial Assumptions

The total pension liability (TPL) in the August 31, 2018 actuarial valuation rolled forward to August 31, 2019 was determined using the following actuarial assumptions:

Valuation date	August 31, 2018 rolled forward to August 31, 2019
Actuarial cost method	Individual entry age normal
Asset valuation method	Market value
Single discount rate	7.25%
Long-term expected investment rate of return	7.25%
Municipal bond rate	2.63%. Source for the rate is the Fixed Income Market Data/Yield Curve/Data Municipal Bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-Year Municipal GO AA Index."
Last year ending August 31 in projection period (100 years)	2116
Inflation	2.3%
Salary increases including inflation	3.05% to 9.05%
Ad hoc postemployment benefit changes	None

The actuarial methods and assumptions used in determination of the TPL are the same assumptions used in the actuarial valuation as of August 31, 2018. For a full description of these assumptions, please see the TRS actuarial valuation report dated November 9, 2018.

Discount Rate

A single discount rate of 7.25% was used to measure the TPL. The single discount rate was based on the expected rate of return on plan investments of 7.25%. The projection of cash flows used to determine this single discount rate assumed that contributions from active members, employers, and the NECE will be made at the rates set by the Legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50% of payroll in fiscal year 2020 gradually increasing to 9.55% of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, TRS's fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on TRS investments was applied to all periods of projected benefit payments to determine the TPL.

The long-term expected rate of return on TRS investments is 7.25%. The long-term expected rate of return on TRS investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

Best estimates of geometric real rates of return for each major asset class included in TRS's target asset allocation as of August 31, 2019 are summarized below:

Teacher Retirement System of Texas
Asset Allocation and Long-Term Expected Real Rate of Return
As of August 31, 2019

<u>Asset Class</u>	<u>Fiscal Year 2019 Target Allocation (1)</u>	<u>New Target Allocation (2)</u>	<u>Long-Term Expected Geometric Real Rate of Return (3)</u>
Global Equity			
U.S.	18.0%	18.0%	6.4%
Non-U.S. Developed	13.0%	13.0%	6.3%
Emerging Markets	9.0%	9.0%	7.3%
Directional Hedge Funds	4.0%	-	-
Private Equity	13.0%	14.0%	8.4%
Stable Value			
U.S. Treasuries (4)	11.0%	16.0%	3.1%
Stable Value Hedge Funds	4.0%	5.0%	4.5%
Absolute Return	0.0%	0.0%	0.0%
Real Return			
Global Inflation-Linked Bonds (4)	3.0%	-	-
Real Estate	14.0%	15.0%	8.5%
Energy, Natural Resources, and Infrastructure	5.0%	6.0%	7.3%
Commodities	0.0%	0.0%	0.0%
Risk Parity			
Risk Parity	5.0%	8.0%	5.8%/6.5% (5)
Leverage			
Expected Return	100.0%	100.0%	7.2%

(1) Target allocations are based on the Strategic Asset Allocation as of fiscal year 2019.

(2) New allocations are based on the Strategic Asset Allocation to be implemented fiscal year 2020.

(3) Ten-year annualized geometric nominal returns include the real rate of return and inflation of 2.1%.

(4) New Target Allocation groups Government Bonds within the stable value allocation. This includes global sovereign nominal and inflation-linked bonds.

(5) 5.8% (6.5%) return expectation corresponds to Risk Parity with a 10% (12%) target volatility.

Discount Rate Sensitivity Analysis

The following schedule shows the impact of the net pension liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (7.25%) in measuring the NPL:

	<u>1% Decrease in Discount Rate (6.25%)</u>	<u>Current Discount Rate (7.25%)</u>	<u>1% Increase in Discount Rate (8.25%)</u>
District's proportionate share of the net pension liability	<u>\$ 40,514,999</u>	<u>\$ 26,357,300</u>	<u>\$ 14,886,831</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

Pension Liability, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions

At June 30, 2020, the District reported a liability of \$26,357,300 for its proportionate share of the TRS's NPL. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the NPL, the related State support, and the total portion of the NPL that was associated with the District were as follows:

District's proportionate share of the collective net pension liability	\$	26,357,300
State's proportionate share that is associated with the District		35,655,846
Total	\$	62,013,146

The NPL was measured as of August 31, 2018 and rolled forward to August 31, 2019, and the TPL used to calculate the NPL was determined by an actuarial valuation as of that date. The District's proportion of the NPL was based on the District's contributions to the pension plan relative to the contributions of all employers to TRS for the period September 1, 2018 through August 31, 2019.

At June 30, 2020, the District's proportion of the collective NPL was 0.0507036%, which was a decrease of 0.001230% from its proportion measured as of June 30, 2019.

Changes Since the Prior Actuarial Valuation

- The single discount rate as of August 31, 2018 was a blended rate of 6.907% and that has changed to the long-term rate of return of 7.25% as of August 31, 2019.
- With the enactment of Senate Bill 3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected based on the actuarial assumptions.
- The Texas Legislature approved funding for a thirteenth check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

For the year ended June 30, 2020, the District recognized pension expense of \$5,601,031 and revenue of \$5,601,031 for support provided by the State.

At June 30, 2020, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual economic experience	\$ 110,724	\$ (915,167)
Changes in actuarial assumptions	8,177,329	(3,379,259)
Difference between projected and actual investment earnings	264,658	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,681,527	(392,889)
Contributions paid to TRS subsequent to the measurement date	1,445,592	-
Total	\$ 11,679,830	\$ (4,687,315)

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

The net amounts of the District's balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30</u>	<u>Pension Expense</u>
2021	\$ 1,468,551
2022	1,162,604
2023	1,445,927
2024	1,340,271
2025	398,849
Thereafter	(269,279)
Total	\$ 5,546,923

E. Defined Other Postemployment Benefit Plans

Plan Description

The District participates in TRS-Care. It is a multiple-employer, cost-sharing defined benefit OPEB plan that has a special funding situation. TRS-Care is administered through a trust by the TRS Board of Trustees (the "Board"). It is established and administered in accordance with the Texas Insurance Code, Chapter 1575.

OPEB Plan Fiduciary Net Position

Detailed information about TRS-Care's fiduciary net position is available in a separately issued TRS Comprehensive Annual Financial Report that includes financial statements and Required Supplementary Information. That report may be obtained on the Internet at www.trs.texas.gov/TRS%20Documents/cafr2019.pdf; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512)542-6592.

Components of the net OPEB liability of TRS-Care as of August 31, 2019 are as follows:

Total OPEB liability	\$ 48,583,247,239
Less: plan fiduciary net position	1,292,022,349
Net OPEB Liability	\$ 47,291,224,890

Net position as a percentage of total OPEB liability	2.66%

Benefits Provided

TRS-Care provides a basic health insurance coverage, TRS-Care 1 (the "Basic Plan") at no cost to all retirees from public schools, charter schools, regional education service centers, and other educational districts who are members of TRS. Optional dependent coverage is available for an additional fee.

Eligible retirees and their dependents not enrolled in Medicare may pay premiums to participate in one of two optional insurance plans with more comprehensive benefits, TRS-Care 2 and TRS-Care 3 (the "Optional Health Insurance"). Eligible retirees and dependents enrolled in Medicare may elect to participate in one of the two Medicare health plans for an additional fee. To qualify for TRS-Care coverage, a retiree must have at least ten years of service credit in TRS. The Board is granted the authority to establish basic and optional group insurance coverage for participants, as well as to

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

amend benefit terms as needed under Chapter 1575.052. There are no automatic postemployment benefit changes, including automatic cost-of-living adjustments.

The premium rates for the Optional Health Insurance are based on years of service of the member. The schedule below shows the monthly rates for a retiree with and without Medicare coverage:

TRS-Care Plan Premium Rates			
	Medicare		Non-Medicare
Retiree*	\$	135	\$ 200
Retiree and spouse	\$	529	\$ 689
Retiree* and children	\$	468	\$ 408
Retiree and family	\$	1,020	\$ 999

*or surviving spouse

Contributions

Contribution rates for TRS-Care are established in state statute by the Texas Legislature and there is no continuing obligation to provide benefits beyond each fiscal year. TRS-Care is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the State, active employees, and school districts based upon public school district payroll. The TRS Board does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the State's contribution rate, which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate, which is 0.75% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25% or not more than 0.75% of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to TRS-Care by type of contributor:

Contribution Rates		
	Fiscal Year	
	2019	2020
Active employee	0.65%	0.65%
NECE (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private funding remitted by employers	1.25%	1.25%

	Measurement Year (2019)	Fiscal Year (2020)
Employer contributions	\$ 436,440	\$ 440,264
Member contributions	\$ 174,190	\$ 178,073
NECE on-behalf contributions	\$ 579,896	\$ 684,897

In addition to the employer contributions listed above, there is an additional surcharge to which all TRS employers are subject (regardless of whether or not they participate in TRS-Care). When

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

employers hire a TRS retiree, they are required to pay a monthly surcharge of \$535 per retiree to TRS-Care.

TRS-Care received supplemental appropriations from the State as the NECE in the amount of \$73.6 million in fiscal year 2019.

Actuarial Assumptions

The total OPEB liability in the August 31, 2018 actuarial valuation was rolled forward to August 31, 2019.

The following assumptions and other inputs used for members of TRS-Care are identical to the assumptions used in the August 31, 2018 TRS pension actuarial valuation that was rolled forward to August 31, 2019:

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Expected Payroll Growth
Rates of Disability Incidence	

The active mortality rates were based on 90% of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the most recently published scale.

The initial medical trend rates were 10.25% for Medicare retirees and 7.50% for non-Medicare retirees. There was an initial prescription drug trend rate of 10.25% for all retirees. The initial trend rates decrease to an ultimate trend rate of 4.50% over a period of 13 years.

Additional actuarial methods and assumptions are as follows:

Valuation date	8/31/2018 rolled forward to 8/31/2019
Actuarial cost method	Individual entry age normal
Inflation	2.30%
Single discount rate	2.63%.as of August 31, 2018.
Aging factors	Based on plan-specific experience
Election rates	
	Normal retirement:65% participation prior to age 65 and 50% participation after age 65. 25% of pre-65 retirees are assumed to discontinue coverage at age 65.
Expenses	Third-party administrative expenses related to the delivery of healthcare benefits are included in the age-adjusted claims costs.
Projected salary increases*	3.05% to 9.05%, including inflation
Ad hoc postemployment benefit changes	None

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

The impact of the Cadillac Tax has been calculated as a portion of the trend assumption. Assumptions and methods used to determine the impact of the Cadillac Tax include:

- 2018 thresholds of \$850/\$2,292 were indexed annually by 2.3%.
- Premium data submitted was not adjusted for permissible exclusions to the Cadillac Tax.
- There were no special adjustments to the dollar limit other than those permissible for nonmedicare retirees over 55.

Results indicate that the value of the excise tax would be reasonably represented by a 25-basis point addition to the long-term trend rate assumption.

Discount Rate

A single discount rate of 2.63% was used to measure the total OPEB liability. There was a decrease of 1.06% in the discount rate since the previous year. Because TRS-Care is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the NECE are made at the statutorily required rates. Based on those assumptions, TRS-Care’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the Net OPEB Liability

Discount Rate Sensitivity Analysis – The following schedule shows the impact of the net OPEB liability if the discount rate used was one percent less than and one percent greater than the discount rate that was used in measuring the net OPEB liability:

	1% Decrease in Discount Rate (1.63%)	Current Discount Rate (2.63%)	1% Increase in Discount Rate (3.63%)
District's proportionate share of the net OPEB liability	<u>\$ 35,110,646</u>	<u>\$ 29,081,453</u>	<u>\$ 24,364,811</u>

Healthcare Cost Trend Rates Sensitivity Analysis – The following presents the net OPEB liability of TRS-Care using the assumed healthcare cost trend rate of 8.5%, as well as what the net OPEB liability would be if it were calculated using a trend rate that is 1% less than or 1% higher than the assumed healthcare cost trend rate:

	1% Decrease in Healthcare Cost Trend Rate	Current Healthcare Cost Trend Rate (3.51%)	1% Increase in Healthcare Cost Trend Rate
District's proportionate share of the net OPEB liability	<u>\$ 23,723,630</u>	<u>\$ 29,081,453</u>	<u>\$ 36,258,478</u>

OPEB Liability, OPEB Expense, and Deferred Outflows/Inflows of Resources Related to OPEB

At June 30, 2020, the District reported a liability of \$29,081,453 for its proportionate share of TRS-Care’s net OPEB liability. This liability reflects a reduction for State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability,

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's proportionate share of the collective net OPEB liability	\$ 29,081,453
State's proportionate share that is associated with the District	38,642,747
Total	\$ 67,724,200

The net OPEB liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The District's proportion of the net OPEB liability was based on the District's contributions to TRS-Care relative to the contributions of all employers to TRS-Care for the period September 1, 2018 through August 31, 2019.

At the June 30, 2020 measurement date, the District's proportion of the collective net OPEB liability was 0.0614944% percent, which was a decrease of 0.0006493% as of June 30, 2019.

Changes Since the Prior Actuarial Valuation

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total OPEB liability since the prior measurement period:

- The discount rate was changed from 3.69% as of August 31, 2018 to 2.63% as of August 31, 2019. This change increased the total OPEB liability.
- The healthcare trend rates were reset to better reflect TRS-Care's anticipated experience. This change increased the total OPEB liability.
- The participation rate for pre-65 retirees was lowered from 70% to 60%. The participation rate for post-65 retirees was lowered from 75% to 50%. 25% of pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the total OPEB liability.
- The percentage of retirees who are assumed to have two-person coverage was lowered from 20% to 15%. In addition, the participation assumption for the surviving spouses of employees that die while actively employed was lowered from 20% to 10%. These changes decreased the total OPEB liability.

There were no changes in benefit terms since the prior measurement date.

For the year ended June 30, 2020, the District recognized OPEB expense of \$1,018,464 and revenue of \$1,018,464 for support provided by the State.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, *Continued*

For the Year Ended June 30, 2020

At June 30, 2020, the District reported its proportionate share of TRS-Care's deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual economic experience	\$ 1,426,692	\$ (4,758,871)
Changes in actuarial assumptions	1,615,248	(7,822,197)
Difference between projected and actual investment earnings	3,138	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,230,057	(359,668)
Contributions paid to TRS subsequent to the measurement date	370,012	-
Total	<u><u>\$ 4,645,147</u></u>	<u><u>\$ (12,940,736)</u></u>

The net amounts of the District's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year Ended June 30</u>	<u>OPEB Expense</u>
2021	\$ (1,474,601)
2022	(1,474,601)
2023	(1,475,617)
2024	(1,476,197)
2025	(1,476,038)
Thereafter	(1,288,547)
Total	<u><u>\$ (8,665,601)</u></u>

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for TRS-Care to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended June 30, 2020, 2019, and 2018, the subsidy payments received by TRS-Care on behalf of the District were \$233,163, \$206,420, and \$163,059, respectively.

F. Unemployment Compensation

During the year ended June 30, 2020, the District provided unemployment compensation coverage to its employees through participation in the TASB Risk Management Fund (the "Fund"). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The Fund's Unemployment Compensation Program is authorized by Section 22.005 of the Texas Education Code and Chapter 172 of the Texas Local Government Code. All members participating in the Fund execute interlocal agreements that define the responsibilities of the parties.

As a self-funded member of the TASB Risk Management Fund, the District is solely responsible for all unemployment compensation claim costs, both reported and unreported. The Fund provides administrative services to its self-funded members including claims administration and customer service.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS, Continued

For the Year Ended June 30, 2020

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31. The audit is accepted by the Fund's Board of Trustees in February of the following year. The Fund's audited financial statements as of August 31, 2018 are available at the TASB offices and have been filed with the Texas Department of Insurance in Austin.

G. Tax Abatements

The District entered into various property tax abatement agreements (the "Agreements") with local businesses under Texas Tax Code, Title 3. Subtitle B. Chapter 313. Texas Economic Development Act (the Act). Under the Act, Texas school districts may grant property tax abatements according to the category of taxable value. The qualified property is limited only from maintenance and operation (M&O) property tax. The tax abatements, which are approved by the Texas Comptroller's office and the District's Board, are granted for the purpose of enhancing the local community; improving the public education system; creating high-paying jobs; and advancing economic development goals.

The Agreements are for local businesses to invest a minimum capital investment totaling \$210,000,000 within the District's boundaries during a qualifying period and to create jobs. Each investment would be limited to taxable value of the lesser of the qualified appraised value or \$30,000,000. The District's tax abatements expire in increments beginning in 2024 through 2031.

For the fiscal year ended June 30, 2020, the District has foregone collecting property taxes totaling approximately \$12.4 million resulting from the M&O tax rate of \$1.04 per \$100 of taxable value. The qualified property per the Agreement had a taxable value of approximately \$1.5 billion and was limited to a taxable value of \$210,000,000. However, in foregoing the property tax revenue, the District receives state funding through the Foundation School Program funding formula to offset the loss of property tax revenues.

H. Subsequent Event

In March 2020, COVID-19 was recognized as a pandemic both worldwide and in the United States with local stay-at-home orders going into effect. The District suspended in-classroom learning for the remainder of the school year. While the initial event occurred prior to year-end, the District was, subsequent to year end, continuing to modify its operations to prevent the spread to protect students, staff, and the community as a whole, while balancing the educational needs of students. In August 2020, the District resumed its 2020-2021 school year starting on the regularly scheduled date with virtual learning for three weeks. On September 8th the classroom learning resumed, but the District provided parents and guardians the option for virtual learning on a six weeks grading period basis for secondary students and a nine-week grading period basis for elementary students. Approximately 56% of students elected virtual learning. The District has made numerous changes to its operations, including provisions for students and staff to wear masks, more frequent cleanings, and numerous other changes. While such changes cause a significant hardship and have increased expenses, such increases are nominal in comparison to the overall budget. The District is continuing to monitor exposure levels with students, staff and the community as a whole, but to date the overall exposure threat level has been sufficiently low to continue with in-class learning, but the District is ready to modify its plans if necessary. The District will continue to seek out additional funding to cover the increased costs in responding to the pandemic.

(This page intentionally left blank.)

REQUIRED SUPPLEMENTARY INFORMATION

(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - EXHIBIT G-1
For the Year Ended June 30, 2020

Data Control Codes		Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
		Original	Final		
	<u>Revenues</u>				
5700	Local, intermediate, and out-of-state	\$ 98,654,772	\$ 111,484,846	\$ 112,230,164	\$ 745,318
5800	State program revenues	5,463,150	20,853,693	16,572,597	(4,281,096)
5900	Federal program revenues	1,460,000	2,064,913	2,210,624	145,711
5020	Total Revenues	<u>105,577,922</u>	<u>134,403,452</u>	<u>131,013,385</u>	<u>(3,390,067)</u>
	<u>Expenditures</u>				
0011	Instruction	43,641,894	43,066,960	42,385,111	681,849
0012	Instructional resources	354,504	353,711	347,449	6,262
0013	Curriculum and staff development	740,926	686,765	647,295	39,470
0021	Instructional leadership	908,977	950,157	923,896	26,261
0023	School leadership	4,626,758	4,711,298	4,672,012	39,286
0031	Guidance, counseling, and				
0031	evaluation services	2,397,030	2,277,322	2,268,446	8,876
0032	Social work services	279,434	249,434	241,850	7,584
0033	Health services	965,956	929,338	898,274	31,064
0034	Student (pupil) transportation	3,005,408	2,954,408	2,696,534	257,874
0036	Extracurricular activities	1,861,807	1,586,532	1,448,979	137,553
0041	General administration	3,405,239	3,675,239	3,255,708	419,531
0051	Plant maintenance and operations	8,546,398	8,314,398	7,976,222	338,176
0052	Security and monitoring services	1,640,633	1,675,702	1,584,245	91,457
0053	Data processing services	1,637,801	1,555,801	1,549,366	6,435
0061	Community services	31,225	21,225	17,726	3,499
	Intergovernmental:				
0091	Contracted instructional services				
0091	between schools	33,711,076	45,384,702	41,571,997	3,812,705
0093	Shared service arrangements	183,464	183,464	171,317	12,147
0095	Payments to juvenile justice				
0095	alternative education programs	59,400	59,400	59,400	-
0097	Payments to tax increment fund	2,800,000	3,810,140	3,810,140	-
0099	Other intergovernmental charges	1,064,121	1,083,532	1,068,592	14,940
6030	Total Expenditures	<u>111,862,051</u>	<u>123,529,528</u>	<u>117,594,559</u>	<u>5,934,969</u>
1100	Excess of Revenues Over Expenditures	<u>(6,284,129)</u>	<u>10,873,924</u>	<u>13,418,826</u>	<u>2,544,902</u>
	<u>Other Financing Sources</u>				
7912	Sale of real or personal property	-	856,456	824,770	(31,686)
7915	Transfers in	-	-	11,550	11,550
8911	Transfers (out)	-	(300,000)	(224,775)	75,225
7080	Total Other Financing Sources	<u>-</u>	<u>556,456</u>	<u>611,545</u>	<u>55,089</u>
1200	Net Change in Fund Balance	(6,284,129)	11,430,380	14,030,371	2,599,991
0100	Beginning fund balance	40,356,727	40,356,727	40,356,727	-
3000	Ending Fund Balance	<u>\$ 34,072,598</u>	<u>\$ 51,787,107</u>	<u>\$ 54,387,098</u>	<u>\$ 2,599,991</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE
OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS) - EXHIBIT G-2
For the Year Ended June 30, 2020

	Measurement Year*			
	2019	2018	2017	2016
District's proportion of the net pension liability	0.0507036%	0.0519339%	0.0507900%	0.0504400%
District's proportionate share of the net pension liability (asset)	\$ 26,357,300	\$ 28,585,684	\$ 16,241,030	\$ 19,059,283
State's proportionate share of the net pension associated with the District	35,655,846	39,477,362	23,985,725	29,292,219
Total	<u>\$ 62,013,146</u>	<u>\$ 68,063,046</u>	<u>\$ 40,226,755</u>	<u>\$ 48,351,502</u>
District's covered payroll**	\$ 53,578,488	\$ 53,503,293	\$ 52,116,034	\$ 50,779,368
District's proportionate share of the net pension liability as a percentage of its covered payroll	49.19%	53.43%	31.16%	37.53%
Plan fiduciary net position as a percentage of the total pension liability	75.24%	73.74%	82.17%	78.00%

* Only six years' worth of information is currently available.

Notes to Required Supplementary Information:

Changes in Assumptions:

The TPL, as of August 31, 2019, was developed using a roll-forward method from the August 31, 2018 valuation.

With the enactment of SB3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected based on the actuarial assumptions.

The discount rate changed from 6.907% as of August 31, 2018 to 7.25% as of August 31, 2019.

Changes in Benefits: There were no changes of benefit terms that affected measurement of the TPL during the measurement period.

Measurement Year*	
2015	2014
0.0513500%	0.0353100%

\$

18,151,082

\$

9,433,339

27,003,832	23,350,382
<u>\$ 45,154,914</u>	<u>\$ 32,783,721</u>

\$

47,658,971

\$

46,141,521

38.09%

20.44%

78.43%

83.25%

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS
TEACHER RETIREMENT SYSTEM OF TEXAS (TRS) - EXHIBIT G-3
Last 10 Fiscal Years*

	Fiscal Year			
	2020	2019	2018	2017
Contractually required contribution	\$ 1,704,530	\$ 1,800,737	\$ 1,739,592	\$ 1,603,245
Contributions in relations to the contractually required contribution	1,704,530	1,800,737	1,739,592	1,603,245
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 54,791,753	\$ 53,578,488	\$ 53,503,293	\$ 51,900,186
Contributions as a percentage of covered payroll	3.11%	3.36%	3.25%	3.09%

*Only six years of information is currently available.

Fiscal Year	
2016	2015
\$ 1,520,457	\$ 895,354
1,520,457	895,354
\$ -	\$ -
\$ 50,468,268	\$ 46,141,521
3.01%	1.94%

(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET OPEB LIABILITY
TEXAS PUBLIC SCHOOL RETIRED EMPLOYEES GROUP INSURANCE PROGRAM
(TRS-CARE) EXHIBIT G-4
For the Year Ended June 30, 2020

	Measurement Year*		
	2019	2018	2017
District's proportion of the collective net OPEB liability	0.0614944%	0.0621437%	0.0595800%
District's proportionate share of the collective net OPEB liability	\$ 29,081,453	\$ 31,028,940	\$ 25,909,434
State's proportionate share of the collective net OPEB liability associated with the District	38,642,747	46,296,733	41,428,528
Total	\$ 67,724,200	\$ 77,325,673	\$ 67,337,962
District's covered payroll**	\$ 53,578,488	\$ 53,503,293	\$ 52,116,034
District's proportionate share of the net OPEB liability as a percentage of its covered payroll	54.28%	57.99%	49.71%
Plan fiduciary net position as a percentage of the total OPEB liability	2.66%	1.57%	0.91%

* Only three years' worth of information is currently available.

Notes to Required Supplementary Information:

Changes in Assumptions:

The participation rate for pre-65 retirees was lowered from 70% to 65%. The participation rate for post-65 retirees was lowered from 75% to 50%. 25% of pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the total OPEB liability.

The trend rates were reset to better reflect TRS's anticipated experience. This change increased the total OPEB liability.

The percentage of retirees who are assumed to have two-person coverage was lowered from 20% to 15%. In addition, the participation assumption for the surviving spouses of employees that die while actively employed was lowered from 20% to 10%. These changes decreased the total OPEB liability.

The discount rate was changed from 3.69% as of August 31, 2018 to 2.63% as of August 31, 2019. This change increased the total OPEB liability.

Changes in Benefits: There were no changes of benefit terms that affected measurement of the total OPEB liability during the measurement period.

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF CONTRIBUTIONS
TEXAS PUBLIC SCHOOL RETIRED EMPLOYEES GROUP INSURANCE PROGRAM
(TRS-CARE) EXHIBIT G-5
For the Year Ended June 30, 2020

	Fiscal Year*		
	2020	2019	2018
Statutorily required contributions	\$ 440,264	\$ 431,500	\$ 411,241
Contributions in relations to the statutorily required contributions	440,264	431,500	411,241
Contribution Deficiency (Excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 54,791,753	\$ 53,578,488	\$ 53,503,293
Contributions as a percentage of covered payroll	0.80%	0.81%	0.77%

* Only three year's worth of information is currently available.

***SUPPLEMENTARY
INFORMATION***

NONMAJOR GOVERNMENTAL FUNDS

Special Revenue Funds

Special revenue funds are used to account for specific revenue sources that are restricted, committed, or assigned to expenditures for particular purposes.

Fund 211 ESEA Title I Part A.

Provide supplemental funds to help improve teaching and learning in high-poverty schools in particular for children most at-risk of meeting challenging state academic standards.

Fund 224 IDEA Part B Formula

Funds to operate educational programs for children with disabilities.

Fund 225 IDEA Part B Preschool

Funds to operate educational programs for preschool children with disabilities.

Fund 226 IDEA Part B Supplement

Funds to support regional day school programs for the deaf, private residential placements, priority projects, and other emerging needs for children with disabilities.

Fund 240 National School Breakfast and Lunch Program

Funds used for food service when the service is subsidized with federal reimbursement revenues from the United States Department of Agriculture (USDA).

Fund 244 Career and Technical Basic Grant

Funds to provide career and technical education (CTE) and to develop new and/or improve existing CTE programs for paid and unpaid employment.

Fund 255 ESEA Title II Part A

Funds used to improve student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers, principals, and assistant principals.

Fund 263 Title III Part A

Funds granted to improve the education of children with limited English proficiency by helping the children learn English and meet challenging academic achievement standards.

Fund 272 Medicaid Administration Claims

Funds allocated to reimburse eligible administrative costs for activities that implement the Medicaid state plan.

Fund 276 Instructional Continuity Grant

Funds for instructional continuity and administration costs.

Fund 289 Federally Funded Special Revenue

Funds for drug and violence prevention, character education, community service projects, conflict resolution and peer mediation programs, and other activities.

Fund 397 Advanced Placement Incentives

Funds to award campuses for Advanced Placement examinations.

Fund 410 State Instructional Materials

Funds for instructional materials to include textbooks, software, supplemental materials, DVDs, online services, open-source materials, and other means of conveying information electronically.

Fund 429 State Funded Special Revenue

Funds from the state for disaster relief and funds provided by the state through the sale of specialty license plates for public school libraries and to strengthen campus reading programs.

Fund 461 Campus Activity

Funds for transactions related to the principals' activity funds.

Fund 481 La Porte Education Foundation

Funds from the La Porte Education Foundation for grants awarded to teachers for innovative programs.

Fund 483 Local Grants and Donations

Funds from local businesses and grants for specific purposes.

Fund 484 SHAKE Grant

Funds to allow EKGs for UIL student participants.

LA PORTE INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR GOVERNMENTAL FUNDS - EXIBHIT H-1 (Page 1 of 2)

June 30, 2020

Data Control Codes		211	224	225	226
		ESEA Title I Part A Imp. Basic Programs	IDEA Part B Formula	IDEA Part B Preschool	IDEA-B Supplement
	<u>Assets</u>				
1110	Cash and cash equivalents	\$ -	\$ -	\$ 160	\$ -
1240	Due from other governments	115,807	136,920	3,868	72,876
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1300	Inventories, at cost	-	-	-	-
1000	Total Assets	<u>\$ 115,807</u>	<u>\$ 136,920</u>	<u>\$ 4,028</u>	<u>\$ 72,876</u>
	<u>Liabilities</u>				
2110	Accounts payable	\$ 40,854	\$ -	\$ -	\$ -
2160	Accrued wages payable	21,310	48,749	1,276	-
2170	Due to other funds	53,643	88,171	2,752	72,876
2300	Unearned revenue	-	-	-	-
2000	Total Liabilities	<u>115,807</u>	<u>136,920</u>	<u>4,028</u>	<u>72,876</u>
	<u>Fund Balances</u>				
3410	Nonspendable - inventories	-	-	-	-
3450	Restricted - grants	-	-	-	-
3520	Committed -				
3520	compensated absences	-	-	-	-
3545	Committed - student				
3545	achievement and safety	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	Total Liabilities and Fund Balances				
4000		<u>\$ 115,807</u>	<u>\$ 136,920</u>	<u>\$ 4,028</u>	<u>\$ 72,876</u>

240	244	255	263	272	276
National Sch. Breakfast/ Lunch Program	Career and Technical Basic Grant	ESEA Title II Part A Training and Recruiting	Title III Part A English Language Acquisition	Medicaid Administ. Claiming Program	Instructional Continuity Grant
\$ 454,434	\$ -	\$ -	\$ -	\$ -	\$ -
44,955	9,284	12,401	-	26,612	24,500
51,867	-	-	-	-	-
-	-	-	-	-	-
78,843	-	-	-	-	-
<u>\$ 630,099</u>	<u>\$ 9,284</u>	<u>\$ 12,401</u>	<u>\$ -</u>	<u>\$ 26,612</u>	<u>\$ 24,500</u>
\$ 6,249	\$ -	\$ -	\$ -	\$ -	\$ -
63,133	-	3,733	-	-	-
87,538	9,284	8,668	-	5,407	24,500
88,863	-	-	-	-	-
<u>245,783</u>	<u>9,284</u>	<u>12,401</u>	<u>-</u>	<u>5,407</u>	<u>24,500</u>
78,843	-	-	-	-	-
278,957	-	-	-	21,205	-
26,516	-	-	-	-	-
-	-	-	-	-	-
<u>384,316</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>21,205</u>	<u>-</u>
<u>\$ 630,099</u>	<u>\$ 9,284</u>	<u>\$ 12,401</u>	<u>\$ -</u>	<u>\$ 26,612</u>	<u>\$ 24,500</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET

NONMAJOR GOVERNMENTAL FUNDS - EXIBIT H-1 (Page 2 of 2)

June 30, 2020

Data Control Codes		289	397	410	429
		Federally Funded Special Rev. Funds	Advanced Placement Incentives	State Instructional Materials	State Funded Special Revenue Fund
<u>Assets</u>					
1110	Cash and cash equivalents	\$ 13,444	\$ 293	\$ 27	\$ 4,119,614
1240	Due from other governments	52,654	-	229,765	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1300	Inventories	-	-	-	-
1000	Total Assets	<u>\$ 66,098</u>	<u>\$ 293</u>	<u>\$ 229,792</u>	<u>\$ 4,119,614</u>
<u>Liabilities</u>					
2110	Accounts payable	\$ -	\$ -	\$ 229,765	\$ 1,588
2160	Accrued wages payable	21,206	-	-	-
2170	Due to other funds	31,448	-	-	-
2300	Unearned revenue	13,444	293	27	225,016
2000	Total Liabilities	<u>66,098</u>	<u>293</u>	<u>229,792</u>	<u>226,604</u>
<u>Fund Balances</u>					
3410	Nonspendable - inventories	-	-	-	-
3450	Restricted - grants	-	-	-	-
3520	Committed -				
3520	compensated absences	-	-	-	-
3545	Committed - student				
3545	achievement and safety	-	-	-	3,893,010
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,893,010</u>
<u>Total Liabilities and Fund Balances</u>					
4000		<u>\$ 66,098</u>	<u>\$ 293</u>	<u>\$ 229,792</u>	<u>\$ 4,119,614</u>

461	481	483	484	Total Nonmajor Special Revenue Funds (See Exhibit C-1)
Campus Activity	La Porte Education Foundation	Local Grants and Donations	SHAC-EKG Grant	
\$ 459,965	\$ 4,692	\$ 98,287	\$ 3,343	\$ 5,154,259
-	-	-	-	729,642
481	-	-	-	52,348
13,543	2,095	-	-	15,638
2,007	-	-	-	80,850
<u>\$ 475,996</u>	<u>\$ 6,787</u>	<u>\$ 98,287</u>	<u>\$ 3,343</u>	<u>\$ 6,032,737</u>
\$ 35,120	\$ 3,593	\$ 15,281	\$ -	\$ 332,450
2,492	-	-	-	161,899
-	-	-	-	384,287
13,543	-	-	-	341,186
<u>51,155</u>	<u>3,593</u>	<u>15,281</u>	<u>-</u>	<u>1,219,822</u>
2,007	-	-	-	80,850
-	-	-	-	300,162
-	-	-	-	26,516
<u>422,834</u>	<u>3,194</u>	<u>83,006</u>	<u>3,343</u>	<u>4,405,387</u>
<u>424,841</u>	<u>3,194</u>	<u>83,006</u>	<u>3,343</u>	<u>4,812,915</u>
<u>\$ 475,996</u>	<u>\$ 6,787</u>	<u>\$ 98,287</u>	<u>\$ 3,343</u>	<u>\$ 6,032,737</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS - EXIBHIT H-2 (Page 1 of 2)
For the Year Ended June 30, 2020

Data Control Codes		211	224	225	226
		ESEA Title I Part A Imp. Basic Programs	IDEA Part B Formula	IDEA Part B Preschool	IDEA-B Supplement
	<u>Revenues</u>				
5700	Local and intermediate sources	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	828,708	1,390,428	28,948	72,876
5020	Total Revenues	<u>828,708</u>	<u>1,390,428</u>	<u>28,948</u>	<u>72,876</u>
	<u>Expenditures</u>				
0011	Instruction	758,219	226,960	28,948	72,876
0012	Instructional resources				
0012	and media services	-	-	-	-
0013	Curriculum and instructional				
0013	staff development	51,475	1,981	-	-
0021	Instructional leadership	-	120,267	-	-
0023	School leadership	1,642	-	-	-
0031	Guidance, counseling,				
0031	and evaluation services	279	1,041,220	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Plant maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	17,093	-	-	-
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>828,708</u>	<u>1,390,428</u>	<u>28,948</u>	<u>72,876</u>
	<u>Other Financing Sources (Uses)</u>				
8911	Transfers (out)	-	-	-	-
7080	Total Other Financing (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net Change in Fund Balances	-	-	-	-
0100	Beginning fund balances	-	-	-	-
3000	Ending Fund Balances	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

240	244	255	263	272	276
National Sch. Breakfast/ Lunch Program	Career and Technical Basic Grant	ESEA Title II Part A Training and Recruiting	Title III Part A English Language Acquisition	Medicaid Administ. Claiming Program	Instructional Continuity Grant
\$ 939,988	\$ -	\$ -	\$ -	\$ -	\$ -
18,670	-	-	-	-	-
2,168,657	97,969	146,821	48,800	51,968	24,500
3,127,315	97,969	146,821	48,800	51,968	24,500
-	97,969	-	42,412	16,426	20,320
-	-	-	-	-	-
-	-	145,296	3,788	-	-
-	-	1,295	-	25,485	-
-	-	-	651	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
3,653,925	-	-	-	-	-
-	-	-	-	-	-
-	-	230	-	-	-
39,443	-	-	-	-	4,180
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	1,949	-	-
-	-	-	-	-	-
3,693,368	97,969	146,821	48,800	41,911	24,500
-	-	-	-	-	-
-	-	-	-	-	-
(566,053)	-	-	-	10,057	-
950,369	-	-	-	11,148	-
\$ 384,316	\$ -	\$ -	\$ -	\$ 21,205	\$ -

LA PORTE INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

NONMAJOR GOVERNMENTAL FUNDS - EXIBHIT H-2 (Page 2 of 2)

For the Year Ended June 30, 2020

Data Control Codes		289 Federally Funded Special Rev. Funds	397 Advanced Placement Incentives	410 State Instructional Materials	429 State Funded Special Revenue Fund
	<u>Revenues</u>				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	814,254	97,124
5900	Federal program revenues	357,247	-	-	-
5020	Total Revenues	<u>357,247</u>	<u>-</u>	<u>814,254</u>	<u>97,124</u>
	<u>Expenditures</u>				
0011	Instruction	-	-	809,959	-
0012	Instructional resources				
0012	and media services	-	-	-	-
0013	Curriculum and instructional				
0013	staff development	-	-	4,295	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling,				
0031	and evaluation services	349,749	-	-	1,588
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Plant maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	7,498	-	-	-
0081	Facilities acquisition and construction	-	-	-	85,574
6030	Total Expenditures	<u>357,247</u>	<u>-</u>	<u>814,254</u>	<u>87,162</u>
	<u>Other Financing Sources (Uses)</u>				
8911	Transfers (out)	-	-	-	(11,550)
7080	Total Other Financing (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>(11,550)</u>
1200	Net Change in Fund Balances	-	-	-	(1,588)
0100	Beginning fund balances	-	-	-	3,894,598
3000	Ending Fund Balances	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,893,010</u>

461	481	483	484	Total Nonmajor Special Revenue Funds (See Exhibit C-2)
Campus Activity	La Porte Education Foundation	Local Grants and Donations	SHAC-EKG Grant	
\$ 381,201	\$ 115,022	\$ 126,168	\$ 16	\$ 1,562,395
-	-	-	-	930,048
-	-	-	-	5,216,922
381,201	115,022	126,168	16	7,709,365
78,631	119,578	14,136	-	2,286,434
15,921	-	-	-	15,921
4,908	-	3,763	-	215,506
-	-	-	-	147,047
11,013	-	1,449	-	14,755
1,088	-	46,733	-	1,440,657
306	-	212	-	518
211	-	-	-	211
-	-	-	-	3,653,925
333,992	-	-	250	334,242
92	-	-	-	322
551	-	-	-	44,174
-	-	3,792	-	3,792
305	-	3,736	-	4,041
2,389	-	-	-	28,929
-	-	-	-	85,574
449,407	119,578	73,821	250	8,276,048
-	-	-	-	(11,550)
-	-	-	-	(11,550)
(68,206)	(4,556)	52,347	(234)	(578,233)
493,047	7,750	30,659	3,577	5,391,148
\$ 424,841	\$ 3,194	\$ 83,006	\$ 3,343	\$ 4,812,915

NONMAJOR INTERNAL SERVICE FUNDS

Internal Service Funds

Internal service funds are used to account for services provided to other departments of the District on a cost-reimbursement basis.

Fund 711 Child Care

Transactions related to the operation of a District child care center opened due to COVID-19.

Fund 752 Print Shop

Transactions related to print shop services to other organizational units of the District and organizations outside the District.

Fund 753 Workers Compensation

Transactions related to self-insurance for workers' compensation.

LA PORTE INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF NET POSITION

PROPRIETARY FUNDS - EXHIBIT H-3

June 30, 2020

		711	752	753	
Data Control Codes		Child Care	Print Shop	Workers' Compensation	Total Internal Service Funds
	<u>Assets</u>				
	Current assets:				
1110	Cash and cash equivalents	\$ -	\$ -	\$ 2,220,578	\$ 2,220,578
1260	Due from other funds	-	34	61,090	61,124
1300	Inventories, at cost	-	32,477	-	32,477
1410	Prepaid items	4,790	854	-	5,644
1000	Total Assets	<u>4,790</u>	<u>33,365</u>	<u>2,281,668</u>	<u>2,319,823</u>
	<u>Liabilities</u>				
2110	Accounts payable	-	1,169	-	1,169
2170	Due to other funds	4,790	16,897	-	21,687
2180	Due to other governments	-	3	-	3
2200	Accrued liabilities	-	-	389,990	389,990
2000	Total Liabilities	<u>4,790</u>	<u>18,069</u>	<u>389,990</u>	<u>412,849</u>
	<u>Net Position</u>				
3900	Unrestricted	-	15,296	1,891,678	1,906,974
3000	Total Net Position	<u>\$ -</u>	<u>\$ 15,296</u>	<u>\$ 1,891,678</u>	<u>\$ 1,906,974</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND
NET POSITION - PROPRIETARY FUNDS - EXHIBIT H-4
For the Year Ended June 30, 2020

		711	752	753	
Data	Control				
Codes		Child	Print	Workers'	Total Internal
		Care	Shop	Compensation	Service Funds
	<u>Operating Revenues</u>				
5700	Charges for services	\$ 107,083	\$ 122,411	\$ 665,776	\$ 895,270
5020	Total Operating Revenues	<u>107,083</u>	<u>122,411</u>	<u>665,776</u>	<u>895,270</u>
	<u>Operating Expenses</u>				
6100	Payroll costs	301,009	21,888	-	322,897
6200	Professional and contracted services	-	45,834	109,827	155,661
6300	Supplies and materials	16,518	35,461	-	51,979
6400	Other operating expense	14,331	955	-	15,286
6030	Total Operating Expenses	<u>331,858</u>	<u>104,138</u>	<u>109,827</u>	<u>545,823</u>
	Operating Income (Loss)	<u>(224,775)</u>	<u>18,273</u>	<u>555,949</u>	<u>349,447</u>
	<u>Nonoperating Revenues</u>				
7020	Earnings on investments	-	-	3,411	3,411
8030	Total Nonoperating Revenues	<u>-</u>	<u>-</u>	<u>3,411</u>	<u>3,411</u>
	Income (Loss) Before Transfers	<u>(224,775)</u>	<u>18,273</u>	<u>559,360</u>	<u>352,858</u>
7915	Transfers in	<u>224,775</u>	<u>-</u>	<u>-</u>	<u>224,775</u>
1300	Change in Net Position	<u>-</u>	<u>18,273</u>	<u>559,360</u>	<u>577,633</u>
0100	Beginning net position	<u>-</u>	<u>(2,977)</u>	<u>1,332,318</u>	<u>1,329,341</u>
3300	Ending Net Position	<u>\$ -</u>	<u>\$ 15,296</u>	<u>\$ 1,891,678</u>	<u>\$ 1,906,974</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF CASH FLOWS

PROPRIETARY FUNDS - EXHIBIT H-5

For the Year Ended June 30, 2020

	711	752	753	
	Child Care	Print Shop	Workers' Compensation	Total Internal Service Funds
<u>Cash Flows from Operating Activities</u>				
Cash received from user charges	\$ 107,083	\$ 122,411	\$ 665,776	\$ 895,270
Cash payments for insurance claims	-	-	(258,831)	(258,831)
Cash payments for other operating expenses	(331,858)	(122,411)	-	(454,269)
Net Cash Provided (Used) by Operating Activities	(224,775)	-	406,945	182,170
<u>Cash Flows from Noncapital Financing Activities</u>				
Operating subsidies and transfers	224,775	-	-	224,775
Net Cash Provided by Noncapital Financing Activities	224,775	-	-	224,775
<u>Cash Flows from Investing Activities</u>				
Proceeds from earnings on investments	-	-	3,411	3,411
Net Cash Provided by Investing Activities	-	-	3,411	3,411
Net Increase in Cash and Cash Equivalents	-	-	410,356	410,356
Cash and cash equivalents, beginning of year	-	-	1,810,222	1,810,222
Ending Cash and Cash Equivalents	\$ -	\$ -	\$ 2,220,578	\$ 2,220,578
Reconciliation of Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities:				
Operating income (loss)	\$ (224,775)	\$ 18,273	\$ 555,949	\$ 349,447
Effect of Increases and Decreases in Current Assets and Liabilities				
(Increase) decrease in due from other funds	-	2,046	(5,261)	(3,215)
Decrease in inventory	-	8,876	-	8,876
(Increase) decrease in prepaid items	(4,790)	783	-	(4,007)
Increase in accounts payable	-	908	-	908
Increase (decrease) in due to other funds	4,790	(30,844)	-	(26,054)
(Decrease) in due to other governments	-	(42)	-	(42)
(Decrease) in accrued liabilities	-	-	(143,743)	(143,743)
Net Cash Provided (Used) by Operating Activities	\$ (224,775)	\$ -	\$ 406,945	\$ 182,170

FIDUCIARY FUNDS

Agency Fund

Agency funds are used to account for short-term custodial collections on resources on behalf of another individual, entity, or government.

Fund 865 Student Activity

Accounting for activity on behalf of various student groups and organizations.

LA PORTE INDEPENDENT SCHOOL DISTRICT

AGENCY FUND

STATEMENT OF CHANGES IN ASSETS AND LIABILITIES - EXHIBIT H-6

For the Year Ended June 30, 2020

Data Control Codes		Beginning Balance July 1, 2019	Additions	Deductions	Ending Balance June 30, 2020
	<u>Assets</u>				
1110	Cash and cash equivalents	\$ 186,453	\$ 443,319	\$ 513,442	\$ 116,330
1267	Due from others	1,887	1,168	2,471	584
1000	Total Assets	<u>188,340</u>	<u>444,487</u>	<u>515,913</u>	<u>116,914</u>
	<u>Liabilities</u>				
2110	Accounts payable	2,367	485,416	483,474	4,309
2177	Due to others	6,658	11,594	17,025	1,227
2180	Due to other governments	2,085	-	2,085	-
2190	Due to student groups	177,230	555,687	621,539	111,378
2000	Total Liabilities	<u>\$ 188,340</u>	<u>\$ 1,052,697</u>	<u>\$ 1,124,123</u>	<u>\$ 116,914</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE - EXHIBIT J-1

For the Year Ended June 30, 2020

	1	2	3
	Tax Rates		Net Assessed/ Appraised Value For School Tax Purposes
Last Ten Years	Maintenance	Debt Service	
2011 and prior	Various	Various	Various
2012	\$ 1.0400	\$ 0.3150	\$ 6,004,563,235
2013	\$ 1.0400	\$ 0.2900	\$ 6,208,701,705
2014	\$ 1.0400	\$ 0.2900	\$ 6,601,456,565
2015	\$ 1.0400	\$ 0.4100	\$ 7,047,165,791
2016	\$ 1.0400	\$ 0.4100	\$ 8,118,723,905
2017	\$ 1.0400	\$ 0.3800	\$ 9,431,612,882
2018	\$ 1.0400	\$ 0.3400	\$ 9,820,930,163
2019	\$ 1.1700	\$ 0.2100	\$ 10,199,854,026
2020	\$ 1.0400	\$ 0.2400	\$ 10,311,631,951

1000 Totals

9000 - Portion of row 1000 for taxes paid into tax increment zone under Chapter 311, Tax Code (Function 97)

10	20	31	32	40	50
Beginning Balance 7/1/19	Current Year's Total Levy	Maintenance Total Collected	Debt Service Total Collected	Entire Year's Adjustments	Ending Balance 6/30/20
\$ 393,484	\$ -	\$ 4,184	\$ 938	\$ 155,130	\$ 233,233
69,072	-	792	240	1,617	66,423
86,883	-	1,405	392	1,612	83,474
96,562	-	26,086	7,272	(30,800)	94,004
140,205	-	30,702	12,106	(37,339)	134,736
274,315	-	68,879	27,160	(44,351)	222,627
266,803	-	25,229	9,218	50,906	181,450
459,719	-	135,403	44,266	253,112	26,938
1,853,034	-	35,091	6,298	1,210,787	600,858
-	133,136,156	104,833,854	26,697,696	-	1,604,606
<u>\$ 3,640,077</u>	<u>\$ 133,136,156</u>	<u>\$ 105,161,625</u>	<u>\$ 26,805,586</u>	<u>\$ 1,560,674</u>	<u>\$ 3,248,349</u>
		<u>\$ 3,810,140</u>	<u>\$ -</u>		

683
(This page intentionally left blank.)

LA PORTE INDEPENDENT SCHOOL DISTRICT
BUDGETARY COMPARISON SCHEDULE
NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM FUND - EXHIBIT J-2
For the Year Ended June 30, 2020

Data Control Codes		1	2	3	Variance with Final Budget Positive (Negative)
		Budgeted Amounts		Actual	
		Original	Final		
	<u>Revenues</u>				
5700	Local, intermediate, and out-of-state	\$ 1,473,000	\$ 1,473,000	\$ 939,988	\$ (533,012)
5800	State program revenues	24,000	24,000	18,670	(5,330)
5900	Federal program revenues	2,655,895	2,655,895	2,168,657	(487,238)
5020	Total Revenues	<u>4,152,895</u>	<u>4,152,895</u>	<u>3,127,315</u>	<u>(1,025,580)</u>
	<u>Expenditures</u>				
0035	Food service	4,582,747	4,613,852	3,653,925	959,927
0051	Plant maintenance and operations	56,280	56,280	39,443	16,837
6030	Total Expenditures	<u>4,639,027</u>	<u>4,670,132</u>	<u>3,693,368</u>	<u>976,764</u>
1200	Net Change in Fund Balance	(486,132)	(517,237)	(566,053)	(48,816)
0100	Beginning fund balance	<u>950,369</u>	<u>950,369</u>	<u>950,369</u>	<u>-</u>
3000	Ending Fund Balance	<u>\$ 464,237</u>	<u>\$ 433,132</u>	<u>\$ 384,316</u>	<u>\$ (48,816)</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

BUDGETARY COMPARISON SCHEDULE

DEBT SERVICE FUND - EXHIBIT J-3

For the Year Ended June 30, 2020

Data Control Codes		1	2	3	Variance with Final Budget Positive (Negative)
		Budgeted Amounts		Actual	
		Original	Final		
	<u>Revenues</u>				
5700	Local, intermediate, and out-of-state	\$ 28,931,574	\$ 28,931,574	\$ 27,080,450	\$ (1,851,124)
5800	State program revenues	-	-	176,363	176,363
5020	Total Revenues	<u>28,931,574</u>	<u>28,931,574</u>	<u>27,256,813</u>	<u>(1,851,124)</u>
	<u>Expenditures</u>				
0071	Principal	15,385,000	15,385,000	15,385,000	-
0072	Interest	13,187,399	13,233,738	13,141,060	92,678
0073	Bond issuance costs and fees	20,000	249,440	236,690	12,750
6030	Total Expenditures	<u>28,592,399</u>	<u>28,868,178</u>	<u>28,762,750</u>	<u>105,428</u>
1100	(Deficiency) of Revenues (Under) Expenditures	<u>339,175</u>	<u>63,396</u>	<u>(1,505,937)</u>	<u>(1,745,696)</u>
	<u>Other Financing Sources</u>				
7916	Premium/discount on issuance of bonds	-	-	232,441	232,441
7080	Total Other Financing Sources	<u>-</u>	<u>-</u>	<u>232,441</u>	<u>232,441</u>
1200	Net Change in Fund Balance	339,175	63,396	(1,273,496)	(1,513,255)
0100	Beginning fund balance	10,817,405	10,817,405	10,817,405	-
3000	Ending Fund Balance	<u>\$ 11,156,580</u>	<u>\$ 10,880,801</u>	<u>\$ 9,543,909</u>	<u>\$ (1,513,255)</u>

687
(This page intentionally left blank.)

STATISTICAL SECTION

STATISTICAL SECTION

This part of the District's comprehensive annual financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures, and Required Supplementary Information says about the District's overall financial health.

Contents	Page

Financial Trends	130

These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.

Revenue Capacity	140

These schedules contain information to help the reader assess the factors affecting the District's ability to generate its property taxes.

Debt Capacity	150

These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

Demographic and Economic Information	156

These schedules offer demographic and economic indicators to help the reader understand how the District's financial activities take place and to help make comparisons over time and with other governments.

Operating Information	159

These schedules contain information about the District's operations and resources to help the reader understand how the District's financial information relates to the services the District provides and the activities it performs.

Sources: Unless otherwise noted, the information in these schedules is derived from the comprehensive annual financial reports for the relevant year.

LA PORTE INDEPENDENT SCHOOL DISTRICT

NET POSITION BY COMPONENT - EXHIBIT L-1

Last Ten Years
(accrual basis of accounting)

	Fiscal Year			
	2011	2012	2013	2014
Governmental activities				
Net investment in capital assets	\$ 50,203,269	\$ 59,397,384	\$ 61,780,754	\$ 49,715,550
Restricted	8,856,190	4,044,889	5,177,592	7,899,261
Unrestricted	7,787,870	14,213,315	7,598,907	13,511,147
Total Governmental Activities Net Position	\$ 66,847,329	\$ 77,655,588	\$ 74,557,253	\$ 71,125,958
Primary government				
Net investment in capital assets	\$ 50,203,269	\$ 59,397,384	\$ 61,780,754	\$ 49,715,550
Restricted	8,856,190	4,044,889	5,177,592	7,899,261
Unrestricted	7,787,870	14,213,315	7,598,907	13,511,147
Total Primary Government Net Position	\$ 66,847,329	\$ 77,655,588	\$ 74,557,253	\$ 71,125,958

Source: La Porte Independent School District's Audit Reports

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 44,176,078	\$ 35,725,150	\$ 33,311,721	\$ 30,910,969	\$ 31,956,441	\$ 27,121,161
8,586,196	11,272,475	11,551,291	14,810,662	6,796,928	8,785,778
10,206,293	22,800,483	22,128,205	(8,714,372)	(5,027,574)	5,182,104
<u>\$ 62,968,567</u>	<u>\$ 69,798,108</u>	<u>\$ 66,991,217</u>	<u>\$ 37,007,259</u>	<u>\$ 33,725,795</u>	<u>\$ 41,089,043</u>
\$ 44,176,078	\$ 35,725,150	\$ 33,311,721	\$ 30,910,969	\$ 31,956,441	\$ 27,121,161
8,586,196	11,272,475	11,551,291	14,810,662	6,796,928	8,785,778
10,206,293	22,800,483	22,128,205	(8,714,372)	(5,027,574)	5,182,104
<u>\$ 62,968,567</u>	<u>\$ 69,798,108</u>	<u>\$ 66,991,217</u>	<u>\$ 37,007,259</u>	<u>\$ 33,725,795</u>	<u>\$ 41,089,043</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

CHANGES IN NET POSITION - EXHIBIT L-2 (Page 1 of 2)

Last Ten Years
(accrual basis of accounting)

	Fiscal Year			
	2011	2012	2013	2014
Expenses				
Governmental activities				
Instruction	\$ 43,789,099	\$ 41,910,445	\$ 41,356,893	\$ 42,995,224
Instructional resources and media services	825,891	727,755	501,443	482,710
Curriculum and staff development	671,220	585,541	641,689	734,170
Instructional leadership	1,026,317	994,257	1,142,625	1,170,527
School leadership	3,752,183	3,625,048	3,681,792	3,913,052
Guidance, counseling, and evaluation services	2,432,240	2,130,352	2,253,409	2,456,356
Social work services	181,588	162,220	165,195	195,190
Health services	815,913	745,019	691,172	736,101
Student transportation	3,151,946	2,855,000	3,078,612	3,109,273
Food service	3,765,475	3,750,711	3,821,034	3,879,868
Cocurriculum/extracurricular activities	2,248,364	1,889,910	1,863,511	2,130,598
General administration	3,441,371	3,127,086	2,946,863	3,103,491
Plant maintenance and operations	9,498,226	9,276,851	10,146,172	10,193,730
Security and monitoring services	609,179	548,739	519,364	542,011
Data processing services	1,757,198	2,614,906	2,584,811	2,518,335
Community services	85,274	60,520	52,049	68,500
Interest on long-term debt	9,807,789	8,787,513	8,788,707	8,474,442
Facilities repairs and maintenance	1,432,410	784,746	232,769	73,997
Contracted instructional services	15,406,248	17,321,383	16,808,844	17,754,454
Bond issuance costs & fees	-	-	-	-
Payments related to SSAs	89,793	87,265	99,000	120,968
Payments to juvenile justice alternative ed. programs	20,790	19,620	19,620	19,620
Payments to tax increment fund	1,110,264	934,600	877,868	1,253,630
Other intergovernmental charges	644,788	655,091	660,402	661,254
Total Governmental Activities Expenses	106,563,566	103,594,578	102,933,844	106,587,501
Program Revenues				
Governmental activities				
Charges for services				
Instruction	27,886	20,509	53,863	36,253
Student transportation	-	-	-	-
Food services	1,847,263	1,765,220	1,705,036	1,664,048
Extracurricular	111,767	155,870	134,466	106,928
General administration	-	-	-	-
Plant maintenance and operations	50,931	58,838	114,583	98,187
Operating grants and contributions	12,287,750	10,022,070	9,441,913	10,043,558
Total Primary Government Program Revenues	14,325,597	12,022,507	11,449,861	11,948,974
Net (Expense)				
Governmental activities	\$ (92,237,969)	\$ (91,572,071)	\$ (91,483,983)	\$ (94,638,527)
Total Primary Government Net (Expense)	\$ (92,237,969)	\$ (91,572,071)	\$ (91,483,983)	\$ (94,638,527)

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 44,530,011	\$ 49,759,289	\$ 52,296,542	\$ 38,856,109	\$ 58,059,849	\$ 61,008,278
484,361	458,306	454,722	348,770	371,144	383,664
1,282,550	1,329,946	1,025,854	693,000	985,087	941,971
839,282	925,493	1,025,658	615,858	1,155,213	1,229,030
3,991,291	4,302,695	4,374,173	2,853,808	4,852,010	5,132,269
2,574,355	2,887,377	2,997,386	1,824,276	3,960,798	4,237,356
204,158	207,172	231,094	228,045	268,286	247,234
813,607	839,418	875,217	591,858	1,002,204	994,588
3,422,132	3,619,700	3,024,166	2,383,859	3,068,613	3,085,934
4,001,664	4,269,781	4,517,973	3,250,726	4,567,997	4,069,215
2,171,413	2,374,697	2,320,363	2,122,573	2,726,363	2,614,667
2,949,663	3,255,560	3,155,391	2,707,853	3,339,518	3,688,217
9,929,472	11,431,976	10,633,698	10,070,631	11,491,142	11,457,636
524,177	551,098	1,300,140	1,243,185	1,933,772	1,813,636
3,736,801	3,899,246	3,577,687	2,435,287	2,896,056	3,903,305
75,006	39,369	38,258	20,614	28,609	66,847
12,548,106	14,074,233	13,762,377	13,000,225	12,473,266	11,548,802
9,506	44,521	29,396	8,000	8,000	-
20,877,309	24,531,648	31,237,688	33,224,648	46,925,331	41,571,997
-	-	-	-	-	236,690
130,571	118,619	108,101	111,516	128,845	171,317
19,800	19,800	19,800	19,800	59,400	59,400
1,407,985	1,671,451	2,054,938	1,141,045	2,779,617	3,810,140
788,330	886,598	964,114	993,774	1,037,446	1,068,592
117,311,550	131,497,993	140,024,736	118,745,460	164,118,566	163,340,785
31,727	36,083	100,103	91,553	163,919	114,561
-	-	-	-	1,411	211
1,664,582	1,549,946	1,467,338	1,113,247	1,303,054	939,988
119,255	115,921	146,275	102,690	290,255	333,992
-	-	-	-	6,618	92
73,480	70,918	72,836	74,181	1,403	551
9,702,933	11,674,605	10,009,652	(4,549,099)	9,574,383	9,666,866
11,591,977	13,447,473	11,796,204	(3,167,428)	11,341,043	11,056,261
\$ (105,719,573)	\$ (118,050,520)	\$ (128,228,532)	\$ (121,912,888)	\$ (152,777,523)	\$ (152,284,524)
\$ (105,719,573)	\$ (118,050,520)	\$ (128,228,532)	\$ (121,912,888)	\$ (152,777,523)	\$ (152,284,524)

LA PORTE INDEPENDENT SCHOOL DISTRICT

CHANGES IN NET POSITION - EXHIBIT L-2 (Page 2 of 2)

Last Ten Years
(accrual basis of accounting)

	Fiscal Year			
	2011	2012	2013	2014
General Revenues				
Governmental activities				
Property taxes				
Levied for general purposes	\$ 60,018,204	\$ 62,322,911	\$ 63,383,117	\$ 67,863,048
Levied for debt service	16,423,702	18,615,934	18,932,619	20,270,780
Investment earnings	148,288	139,912	134,986	96,660
Unrestricted grants and contributions	8,084,729	20,407,945	4,772,137	3,182,174
Miscellaneous	2,366,955	1,068,263	1,162,789	1,576,588
Transfers	-	(61,182)	-	-
Special items	(530,318)	(113,453)	-	-
Total Governmental Activities	<u>\$ 86,511,560</u>	<u>\$ 102,380,330</u>	<u>\$ 88,385,648</u>	<u>\$ 92,989,250</u>
Changes in Net Position				
Governmental activities	\$ (5,726,409)	\$ 10,808,259	\$ (3,098,335)	\$ (1,649,277)
Implementation of GASB 68/71/75	-	-	-	(1,782,018)
Total Primary Government	<u>\$ (5,726,409)</u>	<u>\$ 10,808,259</u>	<u>\$ (3,098,335)</u>	<u>\$ (3,431,295)</u>

Source: La Porte Independent School District's Audit Reports

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 79,067,056	\$ 85,819,764	\$ 94,533,779	\$ 96,468,292	\$ 105,918,780	\$ 105,161,625
23,617,432	33,374,353	35,688,808	32,937,911	21,204,806	26,805,586
90,049	488,351	897,470	1,238,456	1,829,958	1,374,315
3,286,104	3,046,813	5,962,210	5,701,540	11,823,223	18,959,584
2,351,123	2,257,067	2,853,468	1,066,686	5,987,237	6,670,886
(2,500)	-	-	-	-	-
-	(106,287)	(14,514,094)	-	2,732,055	675,776
<u>\$ 108,409,264</u>	<u>\$ 124,880,061</u>	<u>\$ 125,421,641</u>	<u>\$ 137,412,885</u>	<u>\$ 149,496,059</u>	<u>\$ 159,647,772</u>
\$ 2,689,691	\$ 6,829,541	\$ (2,806,891)	\$ 15,499,997	\$ (3,281,464)	\$ 7,363,248
(10,847,082)	-	-	(45,483,955)	-	-
<u>\$ (8,157,391)</u>	<u>\$ 6,829,541</u>	<u>\$ (2,806,891)</u>	<u>\$ (29,983,958)</u>	<u>\$ (3,281,464)</u>	<u>\$ 7,363,248</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

FUND BALANCES OF GOVERNMENTAL FUNDS - EXHIBIT L-3

Last Ten Years
(modified accrual basis of accounting)

		Fiscal Year			
		2011	2012	2013	2014
General Fund					
Nonspendable	\$	85,551	\$ 83,910	\$ 1,612,141	\$ 1,320,438
Committed		1,980,372	1,931,661	2,016,430	2,059,320
Assigned		-	44,651	-	-
Unassigned		21,746,547	33,127,599	29,565,826	27,436,294
Total General Fund	\$	23,812,470	\$ 35,187,821	\$ 33,194,397	\$ 30,816,052
All Other Governmental Funds					
Nonspendable					
Inventories	\$	54,749	\$ 53,679	\$ 48,189	\$ 25,697
Prepaid items		49,293	56,751	56,924	57,768
Restricted					
Grant funds		1,218,644	1,438,989	1,666,962	1,888,968
Capital acquisitions		29,148,114	20,684,431	12,691,463	8,195,876
Retirement of long-term debt		10,956,433	5,284,442	6,407,019	8,774,566
Committed					
Compensated absences		-	-	-	-
Local special revenue		5,055,950	5,123,908	4,595,283	4,603,191
Total All Other Governmental Funds	\$	46,483,183	\$ 32,642,200	\$ 25,465,840	\$ 23,546,066

Source: La Porte Independent School District's Audit Reports

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 1,081,967	\$ 1,055,954	\$ 1,008,312	\$ 1,310,465	\$ 1,330,676	\$ 1,577,904
2,177,197	2,215,787	1,986,505	2,067,367	2,156,054	2,214,153
-	-	-	35,828	-	-
25,053,340	25,827,182	30,245,650	31,494,926	36,869,997	50,595,041
<u>\$ 28,312,504</u>	<u>\$ 29,098,923</u>	<u>\$ 33,240,467</u>	<u>\$ 34,908,586</u>	<u>\$ 40,356,727</u>	<u>\$ 54,387,098</u>
\$ 51,812	\$ 32,204	\$ 22,999	\$ 14,580	\$ 39,584	\$ 109,202
567,936	291,682	96,400	63,389	53,021	64,673
2,043,567	1,775,411	1,437,143	1,103,082	897,476	300,162
87,578,978	97,351,152	31,925,319	14,652,235	9,413,335	32,198,068
10,236,018	14,209,608	14,883,619	18,245,027	10,817,405	9,543,909
-	29,415	26,820	29,746	25,177	26,516
4,387,056	4,390,052	4,342,599	4,335,639	4,429,631	4,405,387
<u>\$ 104,865,367</u>	<u>\$ 118,079,524</u>	<u>\$ 52,734,899</u>	<u>\$ 38,443,698</u>	<u>\$ 25,675,629</u>	<u>\$ 46,647,917</u>

LA PORTE INDEPENDENT SCHOOL DISTRICT

CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS - EXHIBIT L-4

Last Ten Years
(modified accrual basis of accounting)

	Fiscal Year			
	2011	2012	2013	2014
Revenues				
Local and intermediate sources	\$ 81,473,480	\$ 84,896,434	\$ 86,324,262	\$ 92,060,038
State program revenues	11,450,986	19,455,261	6,882,569	6,240,932
Federal program revenues	8,168,383	7,216,160	6,784,709	6,417,978
Total Revenues	101,092,849	111,567,855	99,991,540	104,718,948
Expenditures				
Instruction	41,364,695	38,257,864	36,703,186	37,956,249
Instructional resources and media services	840,162	727,947	499,708	481,502
Curriculum and staff development	680,217	586,159	641,380	730,821
Instructional leadership	1,049,824	997,049	1,134,434	1,164,769
School leadership	3,839,423	3,633,863	3,668,061	3,913,097
Guidance, counseling, and evaluation services	2,487,147	2,137,025	2,249,211	2,447,110
Social work services	184,084	162,440	164,796	194,897
Health services	835,669	747,347	691,033	736,770
Student transportation	2,981,265	3,804,994	2,835,617	2,921,010
Food service	3,824,108	3,862,600	3,870,741	4,312,726
Cocurriculum/extracurricular activities	1,920,415	1,531,135	1,490,065	1,476,177
General administration	3,138,540	2,733,142	2,922,056	2,993,062
Plant maintenance and operations	9,508,406	8,942,257	9,627,818	9,695,257
Security and monitoring services	615,768	550,351	519,360	542,059
Data processing services	1,428,274	2,817,503	2,249,310	2,119,760
Community services	80,101	55,661	46,876	62,092
Principal on long-term debt	7,290,000	7,725,000	8,210,000	8,255,000
Interest on long-term debt	9,565,232	9,787,163	8,653,933	8,748,930
Bond issuance costs and fees	291,512	405,182	4,850	4,850
Capital outlay	11,027,305	1,926,056	4,513,155	451,003
Other intergovernmental charges	17,271,883	19,017,959	18,465,734	19,809,926
Total Expenditures	120,224,030	110,408,697	109,161,324	109,017,067
Excess (Deficiency) of Revenues Over (Under) Expenditures	(19,131,181)	1,159,158	(9,169,784)	(4,298,119)
Other Financing Sources (Uses)				
Refunding bonds issued	-	-	-	-
Capital-related debt issued (regular bonds)	26,660,000	40,685,000	-	-
Sale of real or personal property	-	-	-	-
Extraordinary item - insurance recovery	-	3,040,289	-	-
Transfers in	1,525	-	-	-
Premium or discount on issuance of bonds	437,855	4,008,196	-	-
Transfer out	(1,525)	(61,182)	-	-
Other uses	-	(51,297,093)	-	-
Total Other Financing Sources (Uses)	27,097,855	(3,624,790)	-	-
Net Change in Fund Balances	\$ 7,966,674	\$ (2,465,632)	\$ (9,169,784)	\$ (4,298,119)

Debt service as a percentage
of noncapital expenditures* 15.70% 16.52% 16.12% 15.67%

* The ratio of debt service expenditures to noncapital expenditures is calculated using total expenditures from the schedule above less capital outlay from the reconciliation between the government-wide statement of activities and the statement of revenues, expenditures, and changes in fund balance.

Source: La Porte Independent School District's Audit Reports

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 106,967,548	\$ 123,940,130	\$ 136,414,687	\$ 134,069,758	\$ 137,172,176	\$ 142,328,632
6,380,373	6,539,522	7,832,361	8,321,677	9,723,516	17,679,008
6,598,936	6,275,753	6,533,129	7,294,080	8,695,464	7,427,546
119,946,857	136,755,405	150,780,177	149,685,515	155,591,156	167,435,186
39,983,002	42,725,036	42,649,201	44,431,254	44,116,535	46,010,402
483,055	449,017	455,095	452,218	355,043	363,370
1,279,256	1,276,907	1,018,560	926,444	923,521	862,801
811,019	892,790	1,015,259	1,048,954	1,028,291	1,070,943
4,041,551	4,109,820	4,331,402	4,443,357	4,505,331	4,686,767
2,592,682	2,770,528	2,892,230	3,200,710	3,550,004	3,709,103
206,208	207,178	231,422	248,452	264,097	241,850
818,826	821,738	863,729	898,597	927,539	898,792
4,518,528	3,254,781	2,880,812	2,793,250	3,010,915	3,650,241
3,880,325	4,170,770	4,265,215	4,058,859	4,218,728	3,653,925
1,488,549	1,569,493	1,566,840	1,882,915	1,926,045	1,783,221
2,874,950	3,077,179	3,076,752	3,310,708	3,123,268	3,485,305
9,903,980	11,271,596	10,085,701	10,926,378	10,995,172	10,597,227
524,607	550,551	1,296,131	1,427,474	2,384,135	1,725,488
3,519,556	4,203,028	3,175,788	2,365,772	2,410,775	3,442,002
69,503	32,944	38,184	20,632	28,591	46,655
17,570,000	17,365,000	20,355,000	15,530,000	15,465,000	15,385,000
10,378,396	13,248,523	14,796,017	14,554,292	13,862,199	13,141,060
1,617,541	1,529,646	8,750	8,000	8,000	236,690
23,065,236	103,801,648	62,596,529	14,289,548	1,609,311	1,592,675
23,223,995	27,228,116	34,384,641	35,490,783	50,930,639	46,681,446
152,850,765	244,556,289	211,983,258	162,308,597	165,643,139	163,264,963
(32,903,908)	(107,800,884)	(61,203,081)	(12,623,082)	(10,051,983)	4,170,223
73,850,000	115,930,000	-	-	-	-
99,675,000	21,620,711	-	-	-	26,550,000
-	-	-	-	2,732,055	824,770
-	-	-	-	-	-
2,623	-	6,300	8,517	2,450	11,550
18,587,626	8,101,456	-	-	-	3,682,441
(5,123)	-	(6,300)	(8,517)	(2,450)	(236,325)
(80,390,465)	(23,850,707)	-	-	-	-
111,719,661	121,801,460	-	-	2,732,055	30,832,436
\$ 78,815,753	\$ 14,000,576	\$ (61,203,081)	\$ (12,623,082)	\$ (7,319,928)	\$ 35,002,659
22.78%	22.84%	23.54%	20.33%	18.01%	17.75%

LA PORTE INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX RATES-DIRECT AND ALL OVERLAPPING
GOVERNMENTS - EXHIBIT L-5
Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
School District				
Maintenance and Operations	\$ 1.0400	\$ 1.0400	\$ 1.0400	\$ 1.0400
Debt Service	0.2850	0.3150	0.2900	0.2900
District Total	\$ 1.3250	\$ 1.3550	\$ 1.3300	\$ 1.3300
County				
Chambers*	\$ 0.4968	\$ 0.4968	\$ 0.4968	\$ 0.5221
Harris	\$ 0.3881	\$ 0.3912	\$ 0.4002	\$ 0.4146
Harris County Dept. of Education	\$ 0.0060	\$ 0.0066	\$ 0.0066	\$ 0.0064
Harris County Flood Control District	\$ 0.0292	\$ 0.0281	\$ 0.0281	\$ 0.0283
Port of Houston Authority	\$ 0.1640	\$ 0.0186	\$ 0.0195	\$ 0.0172
San Jacinto Jr. College District	\$ 0.1708	\$ 0.1856	\$ 0.1856	\$ 0.1856
Cities				
Deer Park	\$ 0.7050	\$ 0.7200	\$ 0.7200	\$ 0.7200
La Porte	\$ 0.7100	\$ 0.7100	\$ 0.7100	\$ 0.7100
Morgan's Point	\$ 0.6460	\$ 0.6460	\$ 0.6460	\$ 0.6362
Pasadena	\$ 0.5620	\$ 0.5916	\$ 0.5916	\$ 0.5916
Water Districts				
Clear Lake City Water Authority	0.2800	0.2800	0.2800	0.2800

* 100% of the property located in Chambers County is submerged.

Rates are per \$100 of assessed valuation

Harris County Appraisal District - Chambers County Appraisal District

The District has no facilities and does not serve any students in Chambers County.

Source: Harris County Truth in Taxation Summary

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 1.0400	\$ 1.0400	\$ 1.0400	\$ 1.0400	\$ 1.1700	\$ 1.0400
0.4100	0.4100	0.3800	0.3400	0.2100	0.2400
<u>\$ 1.4500</u>	<u>\$ 1.4500</u>	<u>\$ 1.4200</u>	<u>\$ 1.3800</u>	<u>\$ 1.3800</u>	<u>\$ 1.2800</u>
\$ 0.5327	\$ 0.5403	\$ 0.5527	\$ 0.5425	\$ 0.5425	\$ 0.5421
\$ 0.4173	\$ 0.4192	\$ 0.4166	\$ 0.4180	\$ 0.4186	\$ 0.4071
\$ 0.0060	\$ 0.0054	\$ 0.0052	\$ 0.0052	\$ 0.0052	\$ 0.0050
\$ 0.0274	\$ 0.0273	\$ 0.0283	\$ 0.0283	\$ 0.0288	\$ 0.0279
\$ 0.0513	\$ 0.0134	\$ 0.0133	\$ 0.0126	\$ 0.0116	\$ 0.0107
\$ 0.1856	\$ 0.1758	\$ 0.1824	\$ 0.1833	\$ 0.1793	\$ 0.1782
\$ 0.7200	\$ 0.7144	\$ 0.7200	\$ 0.7200	\$ 0.7200	\$ 0.7200
\$ 0.7100	\$ 0.7100	\$ 0.7100	\$ 0.7100	\$ 0.7100	\$ 0.7100
\$ 0.8191	\$ 0.8191	\$ 0.9118	\$ 0.8911	\$ 0.8883	\$ 0.8810
\$ 0.5769	\$ 0.5754	\$ 0.5754	\$ 0.5754	\$ 0.6154	\$ 0.5703
0.2800	0.2700	0.2700	0.2700	0.2700	0.2700

LA PORTE INDEPENDENT SCHOOL DISTRICT
ASSESSED AND ESTIMATED ACTUAL VALUE OF TAXABLE PROPERTY - EXHIBIT L-6
Last Ten Years

Year Ended June 30,	Real Property Assessed Actual Value	Personal Property Assessed Actual Value	Total Assessed Actual Value**	Total Direct Rate*
2011	\$ 4,579,085,602	\$ 1,210,543,418	\$ 5,789,629,020	\$ 1.3250
2012	\$ 4,836,345,185	\$ 1,168,218,050	\$ 6,004,563,235	\$ 1.3550
2013	\$ 5,178,358,804	\$ 1,030,342,901	\$ 6,208,701,705	\$ 1.3300
2014	\$ 5,994,901,356	\$ 606,555,209	\$ 6,601,456,565	\$ 1.3300
2015	\$ 5,234,296,126	\$ 1,812,869,665	\$ 7,047,165,791	\$ 1.4500
2016	\$ 6,099,088,029	\$ 2,019,635,876	\$ 8,118,723,905	\$ 1.4500
2017	\$ 6,409,074,023	\$ 3,022,538,859	\$ 9,431,612,882	\$ 1.4200
2018	\$ 7,933,845,192	\$ 1,887,084,971	\$ 9,820,930,163	\$ 1.3800
2019	\$ 7,152,159,589	\$ 3,047,694,437	\$ 10,199,854,026	\$ 1.3800
2020	\$ 7,819,428,707	\$ 3,536,064,873	\$ 11,355,493,580	\$ 1.2800

*Per \$100 of assessed value

**Total Estimated Taxable Value is Net of Exemptions

Source: Goose Creek CISD Tax Services Tax Roll Summary Report

LA PORTE INDEPENDENT SCHOOL DISTRICT

PRINCIPAL PROPERTY TAX PAYERS - EXHIBIT L-7

Current Year and Nine Years Ago

Property Tax Payer	2020			2011		
	Taxable Value	Rank	% of Total Taxable Value	Taxable Value	Rank	% of Total Taxable Value
Equistar Chemical LP	\$ 693,419,126	1	20.03%	\$ 213,560,432	1	15.62%
Fairway Methanol LLC	578,146,303	2	16.70%	-	-	0.00%
Kuraray America Inc.	425,345,165	3	12.29%	-	-	0.00%
Enterprise Products	411,376,045	4	11.88%	-	-	0.00%
Air Liquide America Corporation	397,279,863	5	11.48%	185,975,943	2	13.60%
Braskem America Inc.	254,274,790	6	7.35%	-	-	0.00%
Liberty Property	198,035,970	7	5.72%	-	-	0.00%
Albermarle Catalysts Co. LP	181,486,112	8	5.24%	136,462,850	4	9.98%
HRUS Underwood LLC	162,679,619	9	4.70%	-	-	0.00%
Noltex LLC	159,451,814	10	4.61%	-	-	0.00%
Kaneka Texas Corp.	-	-	-	146,444,831	3	10.71%
Turbine Maintenance Group	-	-	-	127,508,880	5	9.32%
Lyondell Chemical Co	-	-	-	119,702,676	6	8.75%
Evalca	-	-	-	116,229,903	7	8.50%
Basell USA Inc.	-	-	-	112,886,680	8	8.25%
Celanese LTD	-	-	-	105,440,821	9	7.71%
Conoco Phillips Co	-	-	-	103,331,957	10	7.56%
Total	\$ 3,461,494,807		100.00%	\$ 1,367,544,973		100.00%
Total taxable assessed value*	<u>\$ 11,355,493,580</u>			<u>\$ 5,789,629,020</u>		

*Taxable assessed value is net exemptions

Note: Due to time constraints and updated tax rolls being unavailable until late fall, instead of reporting tax year 2019 data on this schedule, the District will be reporting data for the tax year related to the fiscal year under audit.

Source: Municipal Advisory Council of Texas

LA PORTE INDEPENDENT SCHOOL DISTRICT

PROPERTY TAX LEVIES AND COLLECTIONS - EXHIBIT L-8

Last Ten Years

Fiscal Year	Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collections to Date	
		Amount	Percentage of Levy		Amount	Percentage of Levy
2011	\$ 76,832,164	\$ 75,804,968	98.66%	\$ 924,504	\$ 76,729,472	99.87%
2012	\$ 81,347,826	\$ 80,319,639	98.74%	\$ 956,358	\$ 81,275,997	99.91%
2013	\$ 82,998,592	\$ 81,772,811	98.52%	\$ 1,141,092	\$ 82,913,903	99.90%
2014	\$ 87,683,942	\$ 86,946,201	99.16%	\$ 719,032	\$ 87,665,233	99.98%
2015	\$ 102,609,803	\$ 101,666,537	99.08%	\$ 894,554	\$ 102,561,091	99.95%
2016	\$ 117,701,618	\$ 116,785,513	99.22%	\$ 801,044	\$ 117,586,557	99.90%
2017	\$ 119,265,281	\$ 118,673,840	99.50%	\$ 381,690	\$ 119,055,530	99.82%
2018	\$ 123,396,019	\$ 121,706,460	98.63%	\$ 294,498	\$ 122,000,958	98.87%
2019	\$ 128,005,460	\$ 126,153,254	98.55%	\$ 41,389	\$ 126,194,643	98.59%
2020	\$ 133,136,156	\$ 131,531,550	98.79%	\$ -	\$ 131,531,550	98.79%

Source: Goose Creek CISD Tax Office and City of La Porte Tax Office

LA PORTE INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX COLLECTIONS - EXHIBIT L-9
Last Ten Years

Fiscal Year	Fiscal Year of Collection			
	2020	2019	2018	2017
2011	\$ 689	\$ 4,777	\$ 760	\$ 6,813
2012	\$ 1,032	\$ 4,761	\$ 5,151	\$ 37,421
2013	\$ 1,797	\$ 3,878	\$ 8,538	\$ (158,135)
2014	\$ 33,358	\$ 8,258	\$ 13,777	\$ (108,665)
2015	\$ 42,808	\$ 141,404	\$ 35,687	\$ 147,276
2016	\$ 96,037	\$ 233,215	\$ 85,230	\$ 392,509
2017	\$ 34,447	\$ 227,266	\$ 125,270	\$ 118,673,840
2018	\$ 179,670	\$ 114,828	\$ 121,706,460	
2019	\$ 41,389	\$ 126,153,254		
2020	\$ 131,531,550			

Fiscal Year of Collection					
2016	2015	2014	2013	2012	2011
\$ (42,020)	\$ 41,477	\$ 64,415	\$ 201,740	\$ 645,870	\$ 75,804,968
\$ (92,518)	\$ 43,091	\$ 191,447	\$ 766,856	\$ 80,319,639	
\$ 328,527	\$ 171,646	\$ 780,461	\$ 81,772,811		
\$ 436,336	\$ 202,822	\$ 86,946,201			
\$ 435,568	\$ 101,666,537				
\$ 116,785,513					

LA PORTE INDEPENDENT SCHOOL DISTRICT

RATIOS OF NET GENERAL OBLIGATION BONDED DEBT OUTSTANDING - EXHIBIT L-10 Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
Assessed Value				
All property	\$ 5,789,629,020	\$ 6,004,563,235	\$ 6,208,701,705	\$ 6,601,456,565
Net Bonded Debt				
Gross bonded debt	\$ 224,932,491	\$ 215,893,135	\$ 207,007,460	\$ 198,049,993
Less debt service funds	10,956,433	5,284,442	6,407,019	8,774,586
Total Net Bonded Debt	\$ 213,976,058	\$ 210,608,693	\$ 200,600,441	\$ 189,275,407
Ratio of Net Bonded Debt To Assessed Value	3.70%	3.51%	3.23%	2.87%
Average Daily Attendance (ADA)	7,236	7,262	7,218	7,129
Ratio of Net Bonded Debt Per ADA	\$ 29,571	\$ 29,001	\$ 27,792	\$ 26,550
Population	37,275	37,845	34,654	35,039
Net Bonded Debt Per Capita	\$ 5,740	\$ 5,565	\$ 5,789	\$ 5,402

Note: Details regarding the District's outstanding debt can be found in the notes to the financial statements.

Fiscal Year					
2015	2016	2017	2018	2019	2020
\$ 7,047,165,791	\$ 8,118,723,905	\$ 9,341,612,882	\$ 9,820,930,163	\$ 10,199,854,026	\$ 11,355,493,580
\$ 296,199,845	\$ 399,494,016	\$ 376,589,109	\$ 358,587,198	\$ 341,038,095	\$ 353,695,936
10,236,018	14,209,608	14,883,619	18,245,027	5,899,452	4,886,058
\$ 285,963,827	\$ 385,284,408	\$ 361,705,490	\$ 340,342,171	\$ 335,138,643	\$ 348,787,073
4.06%	4.75%	3.87%	3.47%	3.29%	3.07%
7,127	7,128	7,183	7,210	6,798	6,493
\$ 40,124	\$ 54,052	\$ 50,356	\$ 47,204	\$ 49,300	\$ 53,717
35,148	35,086	35,371	35,423	34,976	34,976
\$ 8,136	\$ 10,981	\$ 10,226	\$ 9,608	\$ 9,582	\$ 9,972

LA PORTE INDEPENDENT SCHOOL DISTRICT

LEGAL DEBT MARGIN INFORMATION - EXHIBIT L-11

Last Ten Years

Legal Debt Margin Calculation for Fiscal Year 2020

Assessed value	\$ 11,355,493,580
Debt limit (percentage of 2019 - 2020 school year assessed value)*	10.00%
Maximum legal debt	1,135,549,358
Amount of debt applicable to debt limit**	331,150,000
Legal Debt Margin	\$ 804,399,358

* This debt limit is established by law as stated in Vernon's Statutes, Article 835p.

** Does not include capital lease obligations and is net of reserve for retirement of bonded debt

Fiscal Year	Debt Limit	Amount of Debt Applicable to Debt Limit	Legal Debt Margin	Total Net Debt Applicable to the Limit as a Percentage of Debt Limit
2011	\$ 578,962,902	\$ 210,078,567	\$ 368,884,335	36.29%
2012	\$ 600,456,324	\$ 203,560,558	\$ 396,895,766	33.90%
2013	\$ 620,870,171	\$ 194,227,981	\$ 426,642,190	31.28%
2014	\$ 660,145,657	\$ 183,605,414	\$ 476,540,243	27.81%
2015	\$ 704,716,579	\$ 263,598,982	\$ 441,117,597	37.40%
2016	\$ 811,872,391	\$ 357,125,392	\$ 454,746,999	43.99%
2017	\$ 934,161,288	\$ 336,096,381	\$ 598,064,907	35.98%
2018	\$ 982,093,016	\$ 317,204,973	\$ 664,888,043	32.30%
2019	\$ 1,019,985,403	\$ 319,985,000	\$ 700,000,403	31.37%
2020	\$ 1,135,549,358	\$ 331,150,000	\$ 804,399,358	29.16%

LA PORTE INDEPENDENT SCHOOL DISTRICT
DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT - EXHIBIT L-12
As of June 30, 2020

Governmental Unit	Debt Outstanding	Percentage Applicable*	Share of Overlapping Debt
Chambers County	\$ 51,335,000	-	\$ -
Harris County	\$ 1,885,182,125	2.36%	44,490,298
Harris County Department of Education	\$ 6,320,000	2.36%	149,152
Harris County Flood Control District	\$ 83,075,000	2.36%	1,960,570
Harris County Hospital District	\$ 86,050,000	2.36%	2,030,780
Port of Houston Authority	\$ 572,569,397	2.36%	13,512,638
San Jacinto Jr. College District	\$ 480,440,414	19.11%	91,812,163
City of Deer Park	\$ 70,005,000	30.25%	21,176,513
City of La Porte	\$ 31,835,000	94.10%	29,956,735
City of Morgan's Point	\$ 4,950,000	100.00%	4,950,000
City of Pasadena	\$ 153,735,000	5.76%	8,855,136
City of Shoreacres	\$ 4,350,000	100.00%	4,350,000
Clear Lake City Water Authority	\$ 117,675,000	11.31%	13,309,043
Subtotal, overlapping debt			\$ 236,553,027
District direct debt	\$ 353,695,936	100.00%	353,695,936
Total direct and overlapping debt			<u><u>\$ 590,248,963</u></u>
Population (District)			34,976
Per Capita Debt-Direct and Overlapping			<u><u>\$ 16,876</u></u>

Source: Municipal Advisory Council of Texas

* The "Percentage Applicable" is determined by dividing the City's certified taxable value within the taxing jurisdiction by the certified taxable value of the taxing jurisdiction.

Note: Overlapping governments are those that coincide, at least in part, with geographic boundaries of the District. This schedule estimates the portion of the outstanding debt of those overlapping governments that is borne by the property taxpayers of the District. This process recognizes that, when considering the District's ability to issue and repay long-term debt, the entire burden borne by the property taxpayers should be taken into account.

LA PORTE INDEPENDENT SCHOOL DISTRICT

DEMOGRAPHIC STATISTICS - EXHIBIT L-13

Last Ten Years

Population Information

Year	Estimated Population	Land Area	Density Per Square Mile	Population Change
2011	37,275	55	678	1.3%
2012	37,845	55	688	1.5%
2013	34,654	55	630	-9.2%
2014	35,039	55	637	1.1%
2015	35,148	55	639	0.3%
2016	35,086	55	638	-0.2%
2017	35,371	55	643	0.8%
2018	35,423	55	644	0.1%
2019	34,976	55	636	-1.3%
2020*	34,976	55	636	0.0%

* Estimated population is only available through 2019, therefore, the same data was used for 2020

Source: United States Census Bureau

	Harris County 2010	Texas 2010	U.S. 2010
Population			
Median age	32.2	32.3	35.3
% School age	28%	27.3%	24%
% Working age	55.7%	54.7%	56.5%
% 65 and over	8.1%	10.3%	13%
Persons per household	2.85	2.78	2.59
Income			
Median family income	\$ 51,444	\$ 49,646	\$ 51,914
% Below poverty level	16.8%	16.8%	13.8%
Per capita income	\$ 26,788	\$ 24,870	\$ 27,334
Housing			
% Owner occupied	64.8%	64.8%	66.6%
% Built before 1939	-	5.6%	16.3%
% Built since last census	-	19.5%	16.5%
Owner occupied median value	\$ 128,642	\$ 105,779	\$ 170,000
Median gross rent	\$ 737	\$ 661	\$ 808
Occupied housing units	1,598,698	9,977,436	131,704,730

Source: United States Census Bureau

Harris County					
Personal Income* (in Thousands)	Population* (Persons)	Per Capita Personal* Income	Total Unemployment	Percentage Unemployed County	Percentage Unemployed State
\$ 209,326,788	4,180,816	\$ 50,154	165,513	7.8%	7.8%
\$ 224,617,980	4,262,689	\$ 52,805	143,053	6.6%	6.7%
\$ 230,462,963	4,353,517	\$ 53,141	132,300	6.0%	6.2%
\$ 252,694,912	4,452,695	\$ 56,896	110,802	4.9%	5.1%
\$ 252,694,912	4,551,362	\$ 56,896	103,637	4.6%	4.4%
\$ 249,989,494	4,617,041	\$ 55,088	119,025	5.3%	4.6%
\$ 249,989,500	4,652,980	\$ 55,088	108,287	5.1%	4.3%
\$ 249,989,500	4,652,980	\$ 55,088	108,287	4.4%	4.2%
\$ 265,351,328	4,698,619	\$ 56,474	100,021	3.8%	3.9%
\$ 265,351,328	4,698,619	\$ 56,474	100,021	3.8%	3.9%

* Information is only available through 2019 therefore same data was used for 2020
Source: Texas Workforce Commission (Texas LMI) & Bureau of Economic Analysis

LA PORTE INDEPENDENT SCHOOL DISTRICT

PRINCIPAL EMPLOYERS - EXHIBIT L-14

Current Year and Nine Years Ago

2020			2011		
Employer	Employees	Percentage of Total Employment	Employer	Employees	Percentage of Total Employment
Equistar Chemicals	1,635	8.66%	La Porte ISD	1,071	3.96%
La Porte ISD	1,061	5.62%	Rockwood Service Corp.	700	2.59%
Dupont Chemical	545	2.89%	Longview Inspection Corp.	664	2.45%
J V Piping	440	2.33%	Quest Tru TEC	636	2.35%
Total Petrochemicals USA	409	2.17%	Oxy vinyls, LP	530	1.96%
City of La Porte	389	2.06%	City of La Porte	381	1.41%
Ineos	385	2.04%	Ineos	350	1.29%
Total Safety US Inc	350	1.85%	Equistar Chemicals, LP	334	1.23%
Kateon Natie Houston	350	1.85%	Sulzer Hickham	330	1.22%
CCC Group Inc.	300	1.59%	Air Liquide	170	0.63%
Total	5,864		Total	5,166	
Total City of La Porte Employment	18,879			27,075	

Source: City of La Porte Comprehensive Annual Financial Report for the Year Ended September 30, 2019,
Texas Workforce Commission (Texas LMI)

LA PORTE INDEPENDENT SCHOOL DISTRICT
FULL-TIME EQUIVALENT EMPLOYEES BY FUNCTION - EXHIBIT L-15
Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
<u>Governmental Activities:</u>				
Teachers	495.40	467.00	461.80	464.00
Professional support	107.10	87.40	89.10	90.00
Campus administration (school leadership)	28.80	29.10	30.00	30.00
Central administration	13.00	11.00	11.00	10.00
Educational aides	110.30	107.90	103.00	105.57
Auxiliary staff	318.90	301.00	292.80	291.54
Total District Positions	1,073.50	1,003.40	987.70	991.11

Source: Texas Education Agency Website - PEIMS

Fiscal Year					
2015	2016	2017	2018	2019	2020
470.07	495.46	495.00	500.63	488.81	478.56
94.43	101.45	101.42	92.54	96.50	95.60
30.00	29.02	30.00	31.79	31.00	31.65
10.00	8.00	10.89	11.62	12.00	10.00
110.23	117.28	120.56	130.56	138.50	131.50
293.70	289.03	283.99	293.95	292.13	298.47
1,008.43	1,040.24	1,041.86	1,061.09	1,058.94	1,045.78

LA PORTE INDEPENDENT SCHOOL DISTRICT

OPERATING STATISTICS - EXHIBIT L-16

Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
Average Daily Attendance	7,236	7,262	7,218	7,129
Operating Expenditures*	\$ 88,981,366	\$ 83,621,658	\$ 83,950,073	\$ 91,557,284
Cost per pupil	\$ 12,297	\$ 11,515	\$ 11,631	\$ 12,843
Percentage change	-0.92%	-6.36%	1.00%	10.42%
Government-wide Expenses**	\$ 109,922,967	\$ 106,563,566	\$ 103,594,578	\$ 102,933,844
Cost per pupil	\$ 15,191	\$ 14,674	\$ 14,352	\$ 14,439
Percentage change	1.76%	-3.40%	-2.19%	0.60%
Teaching Staff	506	495	482	461
Pupils to teacher	16	16	16	16

* Operating expenditures are total expenditures less debt service and facilities acquisition and construction from Changes in Fund Balance Schedule

** Government-wide expenses are total expenses from Change in Net Position Schedule

Source: Nonfinancial information from District records

Fiscal Year					
2015	2016	2017	2018	2019	2020
7,127	7,128	7,183	7,210	6,798	6,493
\$ 100,219,592	\$ 108,611,472	\$ 114,226,962	\$ 117,926,757	\$ 117,926,757	\$ 132,909,538
\$ 14,062	\$ 15,237	\$ 15,902	\$ 16,356	\$ 17,347	\$ 20,470
9.49%	8.36%	4.36%	2.85%	6.06%	18.00%
\$ 106,587,501	\$ 117,311,550	\$ 131,497,993	\$ 118,745,460	\$ 118,745,460	\$ 163,340,785
\$ 14,955	\$ 16,458	\$ 18,307	\$ 16,470	\$ 17,468	\$ 25,156
3.58%	10.05%	11.23%	-10.04%	6.06%	44.02%
464	470	495	501	501	479
16	16	16	15	14	14

LA PORTE INDEPENDENT SCHOOL DISTRICT

TEACHER BASE SALARIES - EXHIBIT L-17

Last Ten Years

Fiscal Year	Minimum Salary*	Maximum Salary*	Region Average Salary	Statewide Average Salary
2011	\$ 44,900	\$ 70,606	\$ 50,616	\$ 48,638
2012	\$ 44,900	\$ 71,607	\$ 50,383	\$ 48,375
2013	\$ 46,250	\$ 70,432	\$ 50,968	\$ 48,821
2014	\$ 48,950	\$ 72,795	\$ 52,222	\$ 49,692
2015	\$ 50,400	\$ 74,350	\$ 54,157	\$ 50,715
2016	\$ 51,600	\$ 76,120	\$ 55,580	\$ 51,892
2017	\$ 52,600	\$ 78,842	\$ 55,992	\$ 52,525
2018	\$ 53,100	\$ 79,590	\$ 57,076	\$ 53,334
2019	\$ 54,000	\$ 81,793	\$ 54,524	\$ 54,122
2020	\$ 55,200	\$ 84,508	\$ 60,292	\$ 58,820

* Amounts do not include additonal salary steps based on experience or academic credentials, nor fringe benefits such as pension, health insurance, disability, etc.

Sources: District Records

Texas Education Agency Website - PEIMS Standard Reports

LA PORTE INDEPENDENT SCHOOL DISTRICT

ATTENDANCE DATA - EXHIBIT L-18

Last Ten Years

Fiscal Year	Total Enrollment	Average Daily Attendance		
		Amount	Percentage Increase (Decrease)	Percentage of Attendance
2011	7,816	7,236	-0.47%	92.57%
2012	7,768	7,262	0.36%	93.48%
2013	7,747	7,218	-0.60%	93.17%
2014	7,628	7,129	-1.23%	93.46%
2015	7,648	7,127	-0.02%	93.19%
2016	7,753	7,128	0.01%	91.94%
2017	7,713	7,183	0.77%	93.13%
2018	7,588	7,210	0.38%	95.02%
2019	7,384	6,798	-5.71%	92.06%
2020	7,361	6,493	-4.49%	88.21%

Source: Texas Education Agency Website - PEIMS (Snapshot) and Near Final Summary of Finance

LA PORTE INDEPENDENT SCHOOL DISTRICT

SCHOOL BUILDING INFORMATION - EXHIBIT L-19 (Page 1 of 2)

Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
Elementary				
Bayshore Elementary				
Square feet	111,000	111,000	111,000	111,000
Capacity	750	750	750	750
Enrollment	532	561	577	530
College Park Elementary				
Square feet	75,301	75,301	75,301	75,301
Capacity	650	650	650	650
Enrollment	474	487	465	461
Heritage Elementary				
Square feet	100,000	100,000	100,000	100,000
Capacity	750	750	750	750
Enrollment	647	642	610	599
Jennie Reid Elementary				
Square feet	72,450	72,450	72,450	72,450
Capacity	600	600	600	600
Enrollment	515	494	487	486
La Porte Elementary				
Square feet	94,064	94,064	94,064	94,064
Capacity	700	700	700	700
Enrollment	523	525	502	491
Lomax Elementary				
Square feet	86,495	86,495	86,495	86,495
Capacity	700	700	700	700
Enrollment	536	548	523	519
Rizzuto Elementary				
Square feet	85,563	85,563	85,563	85,563
Capacity	750	750	750	750
Enrollment	587	584	582	588
Intermediate				
Baker 6th Grade Campus				
Square feet	140,060	140,060	140,060	140,060
Capacity	700	700	700	700
Enrollment	608	551	625	533

Fiscal Year					
2015	2016	2017	2018	2019	2020
111,000	111,000	111,000	111,000	111,000	111,000
750	750	750	750	750	750
522	537	557	579	579	579
75,301	77,910	77,910	77,910	77,910	77,910
650	696	696	696	696	696
472	490	470	453	453	453
100,000	100,000	100,000	100,000	100,000	100,000
750	750	750	750	750	750
595	560	550	519	519	519
72,450	72,450	72,450	72,450	72,450	72,450
600	600	600	600	600	600
492	462	471	456	456	456
94,064	94,064	94,064	94,064	94,064	94,064
700	700	700	700	700	700
494	549	554	546	546	546
86,795	101,987	101,987	101,987	101,987	101,987
700	729	729	729	729	729
528	542	511	487	487	487
85,563	85,563	85,563	85,563	85,563	85,563
750	750	750	750	750	750
595	591	585	592	592	592
140,060	125,937	125,937	125,937	125,937	125,937
700	925	925	925	925	925
550	575	580	547	547	547

LA PORTE INDEPENDENT SCHOOL DISTRICT

SCHOOL BUILDING INFORMATION - EXHIBIT L-19 (Page 2 of 2)

Last Ten Years

	Fiscal Year			
	2011	2012	2013	2014
Junior High Schools				
La Porte Junior High School				
Square feet	148,044	148,044	148,044	148,044
Capacity	725	725	725	725
Enrollment	553	566	536	555
Lomax Junior High School				
Square feet	125,645	125,645	125,645	125,645
Capacity	780	780	780	780
Enrollment	581	628	611	608
High School				
La Porte High School				
Square feet	502,332	502,332	504,652	504,652
Capacity	2,923	2,923	2,923	2,923
Enrollment	2,188	2,121	2,168	2,190
Alternative School				
DeWalt Alternative School				
Square feet	37,796	37,796	37,796	37,796
Capacity	250	250	250	250
Enrollment	72	61	61	68
Total Square Footage	1,578,750	1,578,750	1,581,070	1,581,070
Total Capacity	10,278	10,278	10,278	10,278
Total Enrollment	7,816	7,768	7,747	7,628

Source: District records

Fiscal Year					
2015	2016	2017	2018	2019	2020
148,044	153,200	153,200	153,200	153,200	153,200
725	725	725	725	725	725
554	549	595	568	568	568
125,645	125,645	125,645	125,645	125,645	125,645
780	780	780	780	780	780
605	612	597	609	609	609
504,652	591,126	633,140	633,140	633,140	633,140
2,923	2,923	3,100	3,100	3,100	3,100
2,162	2,218	2,176	2,083	2,083	2,083
37,796	37,796	37,796	37,796	37,796	37,796
250	250	250	250	250	250
60	54	57	60	60	60
1,581,370	1,676,678	1,718,692	1,718,692	1,718,692	1,718,692
10,278	10,578	10,755	10,755	10,755	10,755
7,629	7,739	7,703	7,499	7,499	7,499

COMPLIANCE SECTION



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

November 10, 2020

To the Board of Trustees of
La Porte Independent School District:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of La Porte Independent School District (the "District"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated November 10, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Belt Harris Pechacek, LLP
Certified Public Accountants
Houston, Texas



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

November 10, 2020

To the Board of Trustees of
La Porte Independent School District:

Report on Compliance for Each Major Federal Program

We have audited La Porte Independent School District's (the "District") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2020. The District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

The logo for Belt Harris Pechacek, LLP features the firm's name in a stylized, cursive script. The letters 'B', 'H', and 'P' are significantly larger and more ornate than the other letters, which are in a smaller, simpler script. The text 'BELT HARRIS PECHACEK, LLP' is written in a dark, possibly black or dark blue, color.

Belt Harris Pechacek, LLP
Certified Public Accountants
Houston, Texas

LA PORTE INDEPENDENT SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
For the Year Ended June 30, 2020

A. SUMMARY OF PRIOR YEAR AUDIT FINDINGS

No prior year findings.

LA PORTE
INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2020

A. SUMMARY OF AUDIT RESULTS

1. The auditors' report expresses an unmodified opinion on the financial statements of District.
2. Significant deficiencies in internal control were not disclosed by the audit of the basic financial statements.
3. No instances of noncompliance material to the financial statements were disclosed during the audit.
4. Significant deficiencies in internal control over major federal award programs were not disclosed by the audit.
5. The auditors' report on compliance for the major federal award programs expresses an unmodified opinion.
6. No audit findings relative to the major federal award programs for the District are reported in Part C of this schedule.
7. The programs included as major programs are:

CFDA Number(s)

84.010
16.839

Name of Federal Program or Cluster

Title I Part A – Improving Basic Programs
STOP School Violence

8. The threshold for distinguishing Type A and B programs was \$750,000.
9. The District did qualify as a low-risk auditee.

B. FINDINGS –BASIC FINANCIAL STATEMENT AUDIT

None Noted

C. FINDINGS – FEDERAL AWARDS AUDIT

None Noted

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS - EXHIBIT K-1
For the Year Ended June 30, 2020

(1)	(2)	(2A)	(3)
Federal Grantor/Pass Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed Through State Department of Education			
ESEA Title I, Part A	84.010	19610101101916	\$ 33,086
ESEA Title I, Part A	84.010	20610101101916	795,622
IDEA B, Formula Grant*	84.027	196600011019166600	3,883
IDEA B, Formula Grant*	84.027	206600011019166600	1,386,545
IDEA B, Capacity Grant*	84.027	66001906	72,876
IDEA B, Preschool*	84.173	206610011019166610	28,948
Title III, Part A	84.365	19671001101916	247
Title III, Part A	84.365	20671001101916	48,553
Carl D. Perkins Basic Formula	84.048A	19420006101916	26,728
Carl D. Perkins Basic Formula	84.048A	20420006101916	71,242
Title II, Part A, Supporting Effective Instruction	84.367	19694501101916	1,027
Title II, Part A, Supporting Effective Instruction	84.367	20694501101916	145,794
Texas Hurricane Homeless Youth	84.938	19513701101916	7,498
Title IV, Part A, Subpart 1	84.424	19680101101916	2,074
Title IV, Part A, Subpart 1	84.424	20680101101916	57,764
Instructional Continuity Grant	84.377	17610740101916	24,500
TOTAL U.S. DEPARTMENT OF EDUCATION			2,706,387
U.S. DEPARTMENT OF JUSTICE			
STOP School Violence	16.839	2018-YS-BX-0117	289,910
TOTAL U.S. DEPARTMENT OF JUSTICE			289,910
U.S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education			
School Breakfast Programs*	10.553	806780706	547,738
National School Lunch*	10.555	806780706	1,417,019
USDA Commodities	10.565	806780706	203,901
TOTAL U.S. DEPARTMENT OF AGRICULTURE			2,168,658
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Medicaid Administrative Claims	93.778	N/A	51,968
TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			51,968
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 5,216,923
* Indicates clustered program under OMB Compliance Supplement			
		Federal revenue per SEFA	\$ 5,216,923
		IRS bond subsidy	258,528
		Junior ROTC	68,992
		SHARS	1,883,103
		C-2 Federal revenue	\$ 7,427,546

The accompanying notes are an integral part of this schedule.

LA PORTE INDEPENDENT SCHOOL DISTRICT
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2020

NOTE 1: BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards (SEFA) includes the federal grant activity of the District, and is presented on the accrual basis of accounting. The information in the SEFA is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in the SEFA may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2: INDIRECT COST RATE

Expenditures reported on the SEFA are reported on the modified accrual basis of accounting. These expenditures are recognized following the cost principals contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the SEFA, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

The District has elected not to use the 10% de minimus indirect cost rate allowed under the Uniform Guidance.

LA PORTE INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REQUIRED RESPONSES TO
SELECTED SCHOOL FIRST INDICATORS - EXHIBIT L-1
For the Year Ended June 30, 2020

Data Control Codes		Responses
SF1	Was there an unmodified opinion in the Annual Financial Report on the financial statements as a whole?	Yes
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?	No
SF3	Did the District make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the District was issued a warrant hold and the warrant hold was not cleared within 30 days from the date the warranty hold was issued, the District is considered to not have made timely payments.) Payments to the TRS and TWC are considered timely if a warrant hold that was issued in connection to the untimely payment was cleared within 30 days from the date the warrant hold was issued. Payments to the IRS are considered timely if a penalty or delinquent payment notice was cleared within 30 days from the date the notice was issued.	Yes
SF4	Was the District issued a warrant hold? Even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days, the District is considered to have been issued a warrant hold.	No
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts, and laws related to local, state or federal funds?	No
SF7	Did the District post the required financial information on its website in accordance with Government code, Local Government code, Texas Education code, Texas administrative code and other statutes, laws and rules that were in effect at the District's fiscal year end?	Yes
SF8	Did the Board members discuss the District's property values at a Board meeting within 120 days before the school district adopted its budgets?	Yes
SF9	Total accumulated accretion on CABs included in government-wide financial statements at fiscal year end.	\$ -

C. Adopt an Order Authorizing the Issuance of La Porte Independent School District Unlimited Tax Refunding Bonds, Series 2020.

751

**Board of Trustees
La Porte Independent School District
La Porte, TX**

BOARD MEETING DATE: November 10, 2020

AGENDA ITEM NAME: Adopt order authorizing the issuance of La Porte Independent School District Unlimited Tax Refunding Bonds, Series 2020; setting certain parameters for the bonds; authorizing the superintendent and/or Chief Financial Officer to approve the amount, the interest rate, price, including the terms thereof and certain other procedures and provisions related thereto

THIS ITEM RELATES TO BOARD GOAL(S): 5

BACKGROUND INFORMATION: The District currently has \$76,415,000 of principal amount outstanding subject to call from the Series 2014 School Building Bonds. The remaining principal amounts range in maturity from 2025 through 2039. The current outstanding interest rates on these bonds range from 4.00% to 5.00%.

Due to a shortening of the average life over time and due to interest rate conditions being lower today than in 2014, the District has the opportunity to refinance this remaining balance for interest cost savings by lowering the interest rates on the bonds. The refunding is estimated to save the District over \$14 million of interest cost. There is no extension to the maturity of the bonds.

ADMINISTRATIVE RECOMMENDATION: The administration recommends adopting the order authorizing the issuance of La Porte Independent School District Unlimited Tax Refunding Bonds, Series 2020; setting certain parameters for the bonds; authorizing the superintendent and/or Chief Financial Officer to approve the amount, the interest rate, price, including the terms thereof and certain other procedures and provisions related thereto.

ATTACHMENTS:

BUDGET INFORMATION: There is no negative impact to the annual budget.

RESOURCE PERSONNEL: Walter G. Jackson, Superintendent of Schools

RECOMMENDED MOTION: I move to adopt order authorizing the issuance of La Porte Independent School District Unlimited Tax Refunding Bonds, Series 2020; setting certain parameters for the bonds; authorizing the superintendent and/or Chief Financial Officer to approve the amount, the interest rate, price, including the terms thereof and certain other procedures and provisions related thereto.

ORDER AUTHORIZING THE ISSUANCE OF LA PORTE INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020; SETTING CERTAIN PARAMETERS FOR THE BONDS; AUTHORIZING THE SUPERINTENDENT AND/OR CHIEF FINANCIAL OFFICER TO APPROVE THE AMOUNT, THE INTEREST RATE, PRICE, INCLUDING THE TERMS THEREOF AND CERTAIN OTHER PROCEDURES AND PROVISIONS RELATED THERETO

THE STATE OF TEXAS	§
COUNTIES OF HARRIS AND CHAMBERS	§
LA PORTE INDEPENDENT SCHOOL DISTRICT	§

WHEREAS, La Porte Independent School District (the “District”) has heretofore issued the obligations described in **Exhibit A** attached hereto and as more particularly described in the Officer’s Pricing Certificate; and

WHEREAS, the District desires to refund a portion of said obligations (the “Refunded Bonds”) in advance of their maturities; and

WHEREAS, Chapter 1207, Texas Government Code, authorizes the District to issue refunding bonds for the purpose of refunding the Refunded Bonds in advance of their maturities, and to accomplish such refunding by depositing directly with a paying agent for the Refunded Bonds (or other qualified escrow agent), the proceeds of such refunding bonds, together with other available funds, in an amount sufficient to provide for the payment or redemption of the Refunded Bonds, and provides that such deposit shall constitute the making of firm banking and financial arrangements for the discharge and final payment or redemption of the Refunded Bonds; and

WHEREAS, the District desires to authorize the execution of an escrow agreement and provide for the deposit of proceeds of the refunding bonds, together with other lawfully available funds of the District, to pay the Refunded Bonds; and

WHEREAS, upon the issuance of the refunding bonds herein authorized and the deposit of funds referred to above, the Refunded Bonds shall no longer be regarded as being outstanding, except for the purpose of being paid pursuant to such deposit, and the pledges, liens, trusts and all other covenants, provisions, terms and conditions of the orders authorizing the issuance of the Refunded Bonds shall be, with respect to the Refunded Bonds, discharged, terminated and defeased; and

WHEREAS, pursuant to Section 1207.007, Texas Government Code, the District desires to delegate the authority to effect the sale of the Bonds to the Superintendent and/or Chief Financial Officer; Now, therefore

BE IT ORDERED BY THE BOARD OF TRUSTEES OF LA PORTE INDEPENDENT SCHOOL DISTRICT:

1. Recitals; Consideration. It is hereby found and determined that the matters and facts set out in the preamble to this Order are true and correct.

It is hereby found and determined that the refunding contemplated in this Order will benefit the District by providing a present value savings in the debt service payable by the District, and that such benefit is sufficient consideration for the refunding of the Refunded Bonds, and that the issuance of the refunding bonds is in the best interests of the District.

2. Definitions. Throughout this Order the following terms and expressions as used herein shall have the meanings set forth below:

“Act” means Chapter 1207, Texas Government Code.

“Blanket Issuer Letter of Representations” means the Blanket Issuer Letter of Representations between the District, the Registrar and DTC.

“Board” means the Board of Trustees of the District.

“Bonds” or “Bond” means the La Porte Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020 Advance Taxable Refunding of the Series 2014 School Buildings Bonds, authorized in this Order, unless the context clearly indicates otherwise.

“Business Day” means any day that is not a Saturday, Sunday, or a day on which the Registrar is authorized by law or executive order to close.

“Capital Appreciation Bonds” means those Bonds bearing compound interest at the rate set out in the Officer’s Pricing Certificate to accrete from their date of delivery and compounding on the dates set forth in the Officer’s Pricing Certificate, payable only at maturity.

“Chief Financial Officer” means Ms. Rhonda Cumbie, or any successor in that office designated by the Board.

“Code” means the Internal Revenue Code of 1986, as amended.

“Comptroller” means the Comptroller of Public Accounts of the State of Texas.

“Current Interest Bonds” mean those Bonds on which interest is paid semiannually on the Interest Payment Dates.

“Debt Service Fund” means the interest and sinking fund for payment of the Bonds established by the District in Section 19 of this Order.

“District” means the La Porte Independent School District.

“DTC” means The Depository Trust Company of New York, New York, or any successor securities depository.

“DTC Participant” means brokers and dealers, banks, trust companies, clearing corporations and certain other organizations on whose behalf DTC was created to hold securities to facilitate the clearance and settlement of securities transactions.

“Escrow Agent” means [], and any successor in that capacity, if any.

“Escrow Agreement” means the agreement between the District and the Escrow Agent relating to the escrow of funds to pay the Refunded Bonds, if any.

“Initial Bonds” mean the Initial Current Interest Bond and the Initial Capital Appreciation Bond.

“Initial Capital Appreciation Bond” means the Initial Capital Appreciation Bond authorized by Section 4(b)(ii).

“Initial Current Interest Bond” means the Initial Current Interest Bond authorized by Section 4(b)(i).

“Interest Payment Date”, when used in connection with any Current Interest Bond, means the dates set forth in the Officer’s Pricing Certificate.

“Officer’s Pricing Certificate” means a certificate signed by the Superintendent and/or Chief Financial Officer and containing the information regarding the Bonds specified herein.

“Order” as used herein and in the Bonds means this order authorizing the Bonds.

“Owner” means any person who shall be the registered owner of any outstanding Bond.

“Paying Agent” means The Bank of New York Mellon Trust Company, N.A., Dallas, Texas and its successors in that capacity.

“Pricing Officer” means the Superintendent or Chief Financial Officer of the District or his or her designee.

“Purchase Agreement” means the agreement or official bid form between the District and the underwriter described in Section 4(e) of this Order.

“Record Date” means, for any Interest Payment Date, the close of business on the last Business Day of the month next preceding each Interest Payment Date.

“Register” means the books of registration kept by the Registrar, in which are maintained the names and addresses of, and the principal amounts of the Bonds registered to, each Owner.

“Registrar” means The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, and its successors in that capacity.

“Report” means the report of Certified Public Accountants, verifying the accuracy of certain mathematical computations relating to the Bonds and the Refunded Bonds.

“Report” means either: (a) a report of Public Finance Partners (or of one or more certified public accountants or of a firm thereof) verifying the accuracy of certain mathematical computations relating to the Bonds and the refunding of the Refunded Bonds, or (b) a sufficiency certificate of the District’s Financial Advisor or the paying agent/registrar for the Refunded Bonds.

“Superintendent” means Dr. Walter Jackson, or any successor in that office designated by the Board.

“Underwriters” means the individual underwriter or underwriting syndicate identified in each Officer’s Pricing Certificate.

3. Authorization. The Bonds shall be issued in fully registered form in a maximum principal amount, not to exceed \$76,415,000, for the purpose of refunding the Refunded Bonds, under and in strict conformity with the Constitution and laws of the State of Texas, particularly Chapter 1207, Texas Government Code.

4. Delegation of Authority. As authorized by Section 1207.007, Texas Government Code, the Pricing Officer is hereby authorized to act on behalf of the District through a date one year from the date of this Order, in selling and delivering the Bonds, subject to the conditions and carrying out the other procedures as set forth below:

(a) Designation. The Bonds shall be designated as “LA PORTE INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020”.

(b) The Bonds may be issued as Current Interest Bonds and/or Capital Appreciation Bonds.

(i) [The Initial Current Interest Bond shall be numbered ICI-1 and all other Current Interest Bonds shall be numbered in sequence beginning with RCI-1. Current Interest Bonds delivered on transfer of or in exchange for other Current Interest Bonds shall be numbered in order of their authentication by the Registrar, shall be in the denomination of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.

(ii) The Capital Appreciation Bonds, if any, shall be initially issued bearing compound interest at the rates set out in the Officer’s Pricing Certificate. The Initial Capital Appreciation Bond shall be numbered ICA-1 and all other Capital Appreciation Bonds shall be numbered in sequence beginning with RCA-1. Capital Appreciation Bonds delivered on transfer of or in exchange for other Capital

Appreciation Bonds shall be numbered in order of their authentication by the Registrar, shall be in the Maturity Amount of \$5,000 or integral multiples thereof, and shall mature on the same date and bear interest at the same rate as the Bond or Bonds in lieu of which they are delivered.]

(c) Date, Denomination, Interest Rates, and Maturities. The Bonds shall be dated, mature on the dates in each of the years and in the amounts set out in the Officer's Pricing Certificate, shall be subject to prior optional and mandatory redemption on the dates, for the redemption prices and in the amounts, set out in the Officer's Pricing Certificate and shall bear interest at rates and from the date set out in the Officer's Pricing Certificate payable on each Interest Payment Date. No Bond shall mature after February 15, 2039.

(d) Selling and Delivering Bonds. The Superintendent and/or Chief Financial Officer shall determine any mandatory sinking fund redemption provisions for the Bonds, whether the Bonds will be issued as Current Interest Bonds and/or Capital Appreciation Bonds, and all other matters not expressly provided in this Order, relating to the issuance, sale and delivery of the Bonds, all of which shall be specified in the Officer's Pricing Certificate; provided that:

- (i) the aggregate original principal amount of the Bonds shall not exceed \$76,415,000;
- (ii) no Bond shall mature after February 15, 2039;
- (iii) the price to be paid for the bonds shall not be less than 95% of the aggregate original principal amount thereof plus accrued interest thereon from its date to its delivery;
- (iv) the District reserves the right to add Capital Appreciation Bonds in a competitive or negotiated sale;
- (v) the true interest cost for the Bonds shall not exceed 4.00%; and
- (vi) the refunding must produce gross debt service savings of at least \$14,000,000, with such savings to be net of any Issuer contribution to the refunding and net of the costs of issuance.

(e) Sale. The Bonds shall be sold and delivered to the Underwriters at a price to be set forth in the Officer's Pricing Certificate, in accordance with the terms of the Purchase Agreement to be approved by the Superintendent and/or Chief Financial Officer. The Superintendent and/or Chief Financial Officer are hereby authorized and directed to execute the Purchase Agreement on behalf of the District, and the Superintendent and/or Chief Financial Officer and all other officers, agents and representatives of the District are hereby authorized to do any and all things necessary or desirable to satisfy the conditions set out therein and to provide for the issuance and delivery of the Bonds.

(f) Use of Proceeds. Except as otherwise set forth in the Officer's Pricing Certificate, proceeds from the sale of the Bonds shall, promptly upon receipt by the District, be applied as follows:

- (i) If applicable, accrued interest in the amount of \$____¹____ and, if necessary, net premium on the Bonds in the amount of \$____²____, shall be deposited into the Debt Service Fund.
- (ii) Net premium on the Bonds in the amount of \$____³____ shall be used to pay the costs of issuance.
- (iii) Net premium on the Bonds in the amount of \$____⁴____ shall be used to pay the Underwriters' discount.
- (iv) Bond proceeds in the amount of \$____⁵____, and, if necessary, other available funds from the District in the amount of \$____⁶____ from the Debt Service Fund shall be applied to establish an escrow fund and purchase securities in order to refund the Refunded Bonds, as more fully provided in Sections 23 and 24 of this Order, and, to the extent not otherwise provided for, to pay all expenses arising in connection with the issuance of the Bonds, the establishment of such escrow fund and the refunding of the Refunded Bonds. Any proceeds of the Bonds remaining after making all such deposits and payments shall be deposited into the Debt Service Fund.

5. Execution and Registration of Bonds. (a) The Bonds shall be signed by the Superintendent or Chief Financial Officer, and countersigned by the Secretary of the Superintendent, by their manual, lithographed, or facsimile signatures, and the official seal of the District shall be impressed or placed in facsimile thereon. Such facsimile signatures on the Bonds shall have the same effect as if each of the Bonds had been signed manually and in person by each of said officers, and such facsimile seal on the Bonds shall have the same effect as if the official seal of the District had been manually impressed upon each of the Bonds.

¹ Insert from Officer's Pricing Certificate.

² Insert from Officer's Pricing Certificate.

³ Insert from Officer's Pricing Certificate.

⁴ Insert from Officer's Pricing Certificate.

⁵ Insert from Officer's Pricing Certificate.

⁶ Insert from Officer's Pricing Certificate.

(b) If any officer of the District whose manual or facsimile signature shall appear on the Bonds shall cease to be such officer before the authentication of such Bonds or before the delivery of such Bonds, such manual or facsimile signature shall nevertheless be valid and sufficient for all purposes as if such officer had remained in such office.

(c) Except as provided below, no Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit of this Order unless and until there appears thereon the Registrar's Authentication Certificate substantially in the form provided herein, duly authenticated by manual execution by an officer or duly authorized signatory of the Registrar. In lieu of the executed Registrar's Authentication Certificate described above, the Initial Bonds delivered at the date of issuance shall have attached thereto the Comptroller's Registration Certificate substantially in the form provided herein, manually executed by the Comptroller, or by her duly authorized agent, which certificates shall be evidence that the Initial Bonds have been duly approved by the Attorney General of the State of Texas and that they are valid and binding obligations of the District, and have been registered by the Comptroller.

(d) On the date of issuance, the Initial Bonds, payable in stated installments to the Underwriters or their designee, executed by manual or facsimile signature of the Superintendent or Chief Financial Officer, approved by the Attorney General, and registered and manually signed by the Comptroller, shall be delivered to the Underwriters or their designee. Upon payment for the Initial Bonds, the Registrar shall cancel the Initial Bonds and definitive Bonds shall be delivered to DTC.

6. Payment of Principal and Interest. The Registrar is hereby appointed as the paying agent for the Bonds. The principal of the Bonds shall be payable, without exchange or collection charges, in any coin or currency of the United States of America which, on the date of payment, is legal tender for the payment of debts due the United States of America, upon their presentation and surrender as they respectively become due and payable at the operations office of the Registrar, in Dallas, Texas. The interest on each Bond shall be payable on each Interest Payment Date, by check mailed by the Registrar on or before the Interest Payment Date to the Owner of record as of the Record Date, to the address of such Owner as shown on the Register.

If the date for payment of the principal of or interest on any Bond is not a Business Day, then the date for such payment shall be the next succeeding Business Day with the same force and effect as if made on the date payment was originally due.

7. Successor Registrars. The District covenants that at all times while any Bonds are outstanding it will provide a commercial bank or trust company, organized under the laws of the United States or any state, duly qualified to serve as and perform the duties and services of Registrar for the Bonds. The District reserves the right to change the Registrar for the Bonds on not less than 30 days written notice to the Registrar, so long as any such notice is effective not less than 60 days prior to the next succeeding principal or interest payment date on the Bonds. Promptly upon the appointment of any successor Registrar, the previous Registrar shall deliver the Register or copies thereof to the new Registrar, and the new Registrar shall notify each Owner, by United States mail, first class postage prepaid, of such change and of the address of the new Registrar. Each Registrar hereunder, by acting in that capacity, shall be deemed to have agreed to

the provisions of this Section.

8. Special Record Date. If interest on any Bond is not paid on any Interest Payment Date and continues unpaid for thirty (30) days thereafter, the Registrar shall establish a new record date for the payment of such interest, to be known as a Special Record Date. The Registrar shall establish a Special Record Date when funds to make such interest payment are received from or on behalf of the District. Such Special Record Date shall be fifteen (15) days prior to the date fixed for payment of such past due interest, and notice of the date of payment and the Special Record Date shall be sent by United States mail, first class, postage prepaid, not later than five (5) days prior to the Special Record Date, to each affected Owner of record as of the close of business on the day prior to the mailing of such notice.

9. Book-Entry Only System. (a) The Initial Bonds shall be registered in the name designated in the Officer's Pricing Certificate. Except as provided in Section 10 hereof, all other Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

(b) With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the District and the Registrar shall have no responsibility or obligation to any DTC Participant or to any person on behalf of whom such DTC Participant holds an interest in the Bonds, except as provided in this Order. Without limiting the immediately preceding sentence, the District and the Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than an Owner, as shown on the Register, of any amount with respect to principal of, premium, if any, or interest on the Bonds. Notwithstanding any other provision of this Order to the contrary, the District and the Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Register as the absolute Owner of such Bond for the purpose of payment of principal of and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfer with respect to such Bond, and for all other purposes whatsoever. The Registrar shall pay all principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owners, as shown in the Register as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payments of principal, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Register, shall receive a Bond certificate evidencing the obligation of the District to make payments of amounts due pursuant to this Order. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions of this Order with respect to interest checks being mailed to the Owner of record as of the Record Date, the phrase "Cede & Co." in this Order shall refer to such new nominee of DTC.

10. Successor Securities Depository; Transfer Outside Book-Entry Only System. In the event that the District, in its sole discretion, determines that the beneficial owners of the Bonds should be able to obtain certificated Bonds, or in the event DTC discontinues the services described

herein, the District shall (i) appoint a successor securities depository, qualified to act as such under Section 17(a) of the Securities and Exchange Act of 1934, as amended, notify DTC and DTC Participants, as identified by DTC, of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and DTC Participants, as identified by DTC, of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts, as identified by DTC. In such event, the Bonds shall not longer be restricted to being registered in the Register in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names Owners transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

11. Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal of, premium, if any, and interest on such Bonds, and all notices with respect to such Bonds, shall be made and given, respectively, in the manner provided in the Blanket Letter of Representations.

12. Ownership; Unclaimed Principal and Interest. The District, the Registrar and any other person may treat the person in whose name any Bond is registered as the absolute owner of such Bond for the purpose of making and receiving payment of the principal of or interest on such Bond, and for all other purposes, whether or not such Bond is overdue, and neither the District nor the Registrar shall be bound by any notice or knowledge to the contrary. All payments made to the person deemed to be the Owner of any Bond in accordance with this Section shall be valid and effectual and shall discharge the liability of the District and the Registrar upon such Bond to the extent of the sums paid.

Amounts held by the Registrar which represent principal of and interest on the Bonds remaining unclaimed by the Owner after the expiration of three years from the date such amounts have become due and payable shall be reported and disposed of by the Registrar in accordance with the applicable provisions of Texas law including, to the extent applicable, Title 6 of the Texas Property Code, as amended.

13. Registration, Transfer, and Exchange. So long as any Bonds remain outstanding, the Registrar shall keep the Register at its operations office in Dallas, Texas. Subject to such reasonable regulations as it may prescribe, the Registrar shall provide for the registration and transfer of Bonds in accordance with the terms of this Order.

Each Bond shall be transferable only upon the presentation and surrender thereof at the operations office of the Registrar in Dallas, Texas, duly endorsed for transfer, or accompanied by an assignment duly executed by the registered Owner or his authorized representative in form satisfactory to the Registrar. Upon due presentation of any Bond for transfer, the Registrar shall authenticate and deliver in exchange therefor, within three Business Days after such presentation, a new Bond or Bonds of the same type registered in the name of the transferee or transferees, in authorized denominations and of the same maturity and aggregate principal amount and bearing interest at the same rate as the Bond or Bonds so presented.

All Bonds shall be exchangeable upon presentation and surrender thereof at the operations office of the Registrar in Dallas, Texas for a Bond or Bonds of the same type, maturity and interest rate in any authorized denomination, in an aggregate amount equal to the unpaid principal amount of the Bond or Bonds presented for exchange. The Registrar shall be and is hereby authorized to authenticate and deliver exchange Bonds in accordance with the provisions of this Section. Each Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such Bond is delivered.

The District or the Registrar may require the Owner of any Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with the transfer or exchange of such Bond. Any fee or charge of the Registrar for such transfer or exchange shall be paid by the District.

14. Mutilated, Lost, or Stolen Bonds. Upon the presentation and surrender to the Registrar of a mutilated Bond, the Registrar shall authenticate and deliver in exchange therefor a replacement Bond of like maturity, interest rate, and principal amount, bearing a number not contemporaneously outstanding. If any Bond is lost, apparently destroyed, or wrongfully taken, the District, pursuant to the applicable laws of the State of Texas and in the absence of notice or knowledge that such Bond has been acquired by a bona fide purchaser, shall authorize and the Registrar shall authenticate and deliver a replacement Bond of like maturity, interest rate and principal amount, bearing a number not contemporaneously outstanding.

The District or the Registrar may require the Owner of a mutilated Bond to pay a sum sufficient to cover any tax or other governmental charge that may be imposed in connection therewith and any other expenses connected therewith, including the fees and expenses of the Registrar. The District or the Registrar may require the Owner of a lost, apparently destroyed or wrongfully taken Bond, before any replacement Bond is issued, to:

- (1) furnish to the District and the Registrar satisfactory evidence of the ownership of and the circumstances of the loss, destruction or theft of such Bond;
- (2) furnish such security or indemnity as may be required by the Registrar and the District to save them harmless;
- (3) pay all expenses and charges in connection therewith, including, but not limited to, printing costs, legal fees, fees of the Registrar and any tax or other governmental charge that may be imposed; and
- (4) meet any other reasonable requirements of the District and the Registrar.

If, after the delivery of such replacement Bond, a bona fide purchaser of the original Bond in lieu of which such replacement Bond was issued presents for payment such original Bond, the District and the Registrar shall be entitled to recover such replacement Bond from the person to whom it was delivered or any person taking therefrom, except a bona fide purchaser, and shall be

entitled to recover upon the security or indemnity provided therefor to the extent of any loss, damage, cost or expense incurred by the District or the Registrar in connection therewith.

If any such mutilated, lost, apparently destroyed or wrongfully taken Bond has become or is about to become due and payable, the District in its discretion may, instead of issuing a replacement Bond, authorize the Registrar to pay such Bond.

Each replacement Bond delivered in accordance with this Section shall be entitled to the benefits and security of this Order to the same extent as the Bond or Bonds in lieu of which such replacement Bond is delivered.

15. Cancellation of Bonds. All Bonds paid in accordance with this Order, and all Bonds in lieu of which exchange Bonds or replacement Bonds are authenticated and delivered in accordance herewith, shall be cancelled and destroyed upon the making of proper records regarding such payment. The Registrar shall furnish the District with appropriate certificates of destruction of such Bonds.

16. Optional and/or Mandatory Redemption; Defeasance. The Bonds are subject to optional and/or mandatory redemption as set forth in the Form of Bonds and in the Officer's Pricing Certificate.

Notice of any redemption identifying the Bonds to be redeemed in whole or in part shall be given by the Registrar at least thirty days prior to the date fixed for redemption by sending written notice by first class mail to the Owner of each Bond to be redeemed in whole or in part at the address shown on the Register. Such notices shall state the redemption date, the redemption price, the place at which Bonds are to be surrendered for payment and, if less than all Bonds of a particular maturity are to be redeemed, the numbers of the Bonds or portions thereof of such maturity to be redeemed. Any notice given as provided in this Section shall be conclusively presumed to have been duly given, whether or not the Owner receives such notice. By the date fixed for redemption, due provision shall be made with the Registrar for payment of the redemption price of the Bonds or portions thereof to be redeemed. When Bonds have been called for redemption in whole or in part and due provision has been made to redeem same as herein provided, the Bonds or portions thereof so redeemed shall no longer be regarded as outstanding except for the purpose of receiving payment solely from the funds so provided for redemption, and the rights of the Owners to collect interest which would otherwise accrue after the redemption date on any Bond or portion thereof called for redemption shall terminate on the date fixed for redemption.

Except as may be otherwise set forth in the Officer's Pricing Certificate, the Bonds may be discharged, defeased, redeemed or refunded in any manner now or hereafter permitted by law.

17. Forms. The form of the Bonds, including the form of Registration Certificate of the Comptroller, which shall be attached or affixed to each Initial Bond, the form of the Registrar's Authentication Certificate, the form of Assignment and the form of Guarantee Endorsement of the Commissioner of Education of the State of Texas, if applicable, shall be, respectively, substantially

as follows, with such additions, deletions and variations as may be required by the Superintendent and/or Chief Financial Officer, necessary or desirable and not prohibited by this Order:

(a) Form of Current Interest Bond.

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTIES OF HARRIS AND CHAMBERS

REGISTERED
NUMBER

REGISTERED
DENOMINATION

\$ _____

LA PORTE INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND, TAXABLE
SERIES 2020

INTEREST RATE: MATURITY DATE: DATED DATE:
CUSIP:

_____ 7 _____ 8 _____

REGISTERED OWNER:

PRINCIPAL AMOUNT: DOLLARS

LA PORTE INDEPENDENT SCHOOL DISTRICT (the "District") promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the operations office of The Bank of New York Mellon Trust Company, N.A., Dallas, Texas (the "Registrar"), the principal amount identified above, payable in any coin or currency of the United States of America which on the date of payment is legal tender for the payment of debts due the United States of America, and to pay interest thereon at the rate shown above, calculated on the basis of a 360-day year of twelve 30-day months, from ⁹_____, or the most recent interest payment date to which interest has been paid or duly provided for. Interest on this Bond is payable by check on _____¹⁰ and _____¹¹ beginning on _____¹², mailed to the registered owner as shown on the books of registration kept by _____

⁷ Insert from Officer's Pricing Certificate.

⁸ Insert from Officer's Pricing Certificate.

⁹ Insert from Officer's Pricing Certificate.

¹⁰ Insert from Officer's Pricing Certificate.

¹¹ Insert from Officer's Pricing Certificate.

¹² Insert from Officer's Pricing Certificate.

the Registrar as of the close of business on the last business day of the month next preceding each interest payment date.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$_____ ¹³ (the “Bonds”), issued for the purpose of refunding the Refunded Bonds, under and in strict conformity with the Constitution and laws of the State of Texas, particularly Chapter 1207, Texas Government Code, and pursuant to an order adopted by the Board of Trustees of the District (the “Order”), which Order is of record in the official minutes of the District. [The Bonds are issued as (i) Bonds in the aggregate principal amount of \$_____ ¹⁴ which pay interest only at maturity, and (ii) Bonds in the aggregate principal amount of \$_____ ¹⁵ which pay interest semiannually until maturity or earlier redemption.] ¹⁶

[THE DISTRICT RESERVES THE RIGHT, at its option, to redeem Bonds maturing on or after _____ ¹⁷, in whole or from time to time in part, in integral multiples of \$5,000, on _____ ¹⁸, or any date thereafter at par plus accrued interest on the principal amounts called for redemption to the date fixed for redemption. If less than all the Bonds are to be redeemed, the District shall select the Bonds to be redeemed.] ¹⁹

[If applicable, mandatory redemption language] ²⁰

[NOTICE OF ANY REDEMPTION shall be given by the Registrar at least thirty (30) days prior to the date fixed for redemption by first class mail, addressed to the registered owners of each Bond to be redeemed in whole or in part at the address shown on the books of registration kept by the Registrar. When Bonds or portions thereof have been called for redemption, and due provision has been made to redeem the same, the principal amounts so redeemed shall be payable solely from the funds provided for redemption, and interest which would otherwise accrue on the amounts called for redemption shall terminate on the date fixed for redemption.] ²¹

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the operations office of the Registrar in Dallas, Texas, duly endorsed for transfer or accompanied by an

¹³ Insert from Officer’s Pricing Certificate.

¹⁴ Insert from Officer’s Pricing Certificate.

¹⁵ Insert from Officer’s Pricing Certificate.

¹⁶ Remove bracketed language if there are no CABs.

¹⁷ Insert from Officer’s Pricing Certificate.

¹⁸ Insert from Officer’s Pricing Certificate.

¹⁹ Remove bracketed language if Bonds are not subject to redemption.

²⁰ Insert from Officer’s Pricing Certificate.

²¹ Remove bracketed language if Bonds are not subject to redemption.

assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the operations office of the Registrar in Dallas, Texas, for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes, without legal limit as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the Superintendent or Chief Financial Officer and countersigned with the manual or facsimile signature of the Secretary or Assistant Secretary, and the official seal of the District has been duly impressed, or placed in facsimile, on this Bond.

(AUTHENTICATION
CERTIFICATE)

(SEAL)

LA PORTE INDEPENDENT
SCHOOL DISTRICT

Superintendent

Secretary

(b) Form of Capital Appreciation Bonds (if required).

UNITED STATES OF AMERICA
STATE OF TEXAS
COUNTIES OF HARRIS AND CHAMBERS

REGISTERED
NUMBER

REGISTERED
MATURITY

LA PORTE INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND, TAXABLE
SERIES 2020

MATURITY DATE:

ISSUANCE DATE:

CUSIP:

22

REGISTERED OWNER:

MATURITY AMOUNT:

DOLLARS

LA PORTE INDEPENDENT SCHOOL DISTRICT (the "District") promises to pay to the registered owner identified above, or registered assigns, on the maturity date specified above, upon presentation and surrender of this Bond at the operations office of The Bank of New York Mellon Trust Company, N.A. (the "Registrar"), the Maturity Amount identified above, representing the principal amount hereof and accrued and compounded interest hereon (both as shown in the table attached to this Bond), in any coin or currency of the United States of America which on the date

²² Insert from Officer's Pricing Certificate.

of payment is legal tender for the payment of debts due the United States of America. The date of this Bond is _____²³_____, but interest shall accrue on the principal amount hereof from the Issuance Date at the per annum rate specified on the Table of Accreted Values attached hereto. The Accreted Value (per \$5,000 of Maturity Amount) of this Bond, as of the Issuance Date and as of each _____²⁴_____ and _____²⁵_____ is set forth in the Table of Accreted Values attached hereto. Such value as of any other date shall be determined by straight-line interpolation between such values.

THIS BOND is one of a duly authorized issue of Bonds, aggregating \$ _____²⁶_____ the “Bonds”), issued for the purpose of refunding the Refunded Bonds under and in strict conformity with the Constitution and laws of the State of Texas, particularly Chapter 1207, Texas Government Code, and pursuant to an order adopted by the Board of Trustees of the District (the “Order”), which Order is of record in the official minutes of the District. The Bonds are issued as (i) Bonds in the aggregate principal amount of \$ _____²⁷_____ which pay interest only at maturity, and (ii) Bonds in the aggregate principal amount of \$ _____²⁸_____ which pay interest semiannually until maturity or earlier redemption.

THIS BOND IS TRANSFERABLE only upon presentation and surrender at the operations office of the Registrar, in Dallas, Texas duly endorsed for transfer or accompanied by an assignment duly executed by the registered owner or his authorized representative, subject to the terms and conditions of the Order.

THIS BOND IS EXCHANGEABLE at the operations office of the Registrar, in Dallas, Texas, for Bonds in the denomination of \$5,000 or any integral multiple thereof, subject to the terms and conditions of the Order.

THIS BOND shall not be valid or obligatory for any purpose or be entitled to any benefit under the Order unless this Bond is either (i) registered by the Comptroller of Public Accounts of the State of Texas by registration certificate attached or affixed hereto or (ii) authenticated by the Registrar by due execution of the authentication certificate endorsed hereon.

THE REGISTERED OWNER of this Bond, by acceptance hereof, acknowledges and agrees to be bound by all the terms and conditions of the Order.

THE DISTRICT has covenanted in the Order that it will at all times provide a legally

²³ Insert from Officer’s Pricing Certificate.

²⁴ Insert from Officer’s Pricing Certificate.

²⁵ Insert from Officer’s Pricing Certificate.

²⁶ Insert from Officer’s Pricing Certificate.

²⁷ Insert from Officer’s Pricing Certificate.

²⁸ Insert from Officer’s Pricing Certificate.

qualified registrar for the Bonds and will cause notice of any change of registrar to be mailed to each registered owner.

IT IS HEREBY certified, recited and covenanted that this Bond has been duly and validly issued and delivered; that all acts, conditions and things required or proper to be performed, to exist and to be done precedent to or in the issuance and delivery of this Bond have been performed, exist and have been done in accordance with law; and that annual ad valorem taxes, without legal limit as to maximum rate or amount, sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due and such principal matures, have been levied and ordered to be levied against all taxable property in the District, and have been pledged irrevocably for such payment.

IN WITNESS WHEREOF, this Bond has been signed with the manual or facsimile signature of the Superintendent and Chief Financial Officer and countersigned with the manual or facsimile signature of the Secretary or Assistant Secretary, and the official seal of the District has been duly impressed, or placed in facsimile, on this Bond.

(AUTHENTICATION
CERTIFICATE)

(SEAL)

LA PORTE INDEPENDENT
SCHOOL DISTRICT

Superintendent or Chief Financial Officer

Secretary

TABLE OF ACCRETED VALUES²⁹

(c) Form of Comptroller's Registration Certificate.

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. _____

I hereby certify that this Bond has been examined, certified as to validity, and approved by the Attorney General of the State of Texas, and that this Bond has been registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS MY SIGNATURE AND SEAL this _____.

(SEAL)

Comptroller of Public Accounts
of the State of Texas

²⁹ Insert from Officer's Pricing Certificate.

(d) Form of Registrar's Authentication Certificate.

AUTHENTICATION CERTIFICATE

It is hereby certified that this Bond has been delivered pursuant to the Bond Order described in the text of this Bond.

The Bank of New York Mellon Trust Company, N.A., Dallas, Texas
As Paying Agent/Registrar

By _____
Authorized Signature
Date of Authentication _____

(e) Form of Assignment.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns, and transfers unto

(Please print or type name, address, and zip code of Transferee)

(Please insert Social Security or Taxpayer Identification Number of Transferee)
the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints

attorney to transfer said Bond on the books kept for registration thereof, with full power of
substitution in the premises.

DATED: _____

Signature Guaranteed:

NOTICE: Signature must be guaranteed
by a member firm of the New York Stock
Exchange or a commercial bank or trust
company.

Registered Owner
NOTICE: The signature above must
correspond to the name of the registered
owner as shown on the face of this Bond in
every particular, without any alteration,
enlargement or change whatsoever.

(f) Form of Guarantee Endorsement.

PSF CERTIFICATE

Under the authority granted by Article 7, Section 5 of the Texas Constitution and Subchapter C of Chapter 45 of the Texas Education Code, the payment, when due, of the principal of and interest on the issuance by the La Porte Independent School District of its Unlimited Tax Refunding Bonds, Taxable Series 2020, dated _____³⁰, in the principal amount of \$³¹_____ is guaranteed by the corpus of the Permanent School Fund of the State pursuant to the bond guarantee program administered by the Texas Education Agency. This guarantee shall be removed in its entirety upon defeasance of such bonds.

Reference is hereby made to the continuing disclosure agreement of the Texas Education Agency, set forth in Section I of the Agency's Investment Procedure Manual and the Agency's commitment letter for the guarantee. Such disclosure agreement has been made with respect to the bond guarantee program, in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission, for the benefit of the holders and beneficial owners of the bonds.

In witness thereof I have caused my signature to be placed in facsimile on this bond.

Mike Morath
Commissioner of Education

(g) The Initial Bond shall be in the form set forth in paragraphs (a), (b), (c), (e) and (f) of this Section, except for the following alterations:

(i) immediately under the name of the Current Interest Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As Shown Below" and the word "CUSIP" deleted; immediately under the name of the Capital Appreciation Bond, the heading "MATURITY DATE" shall be completed with the words "As Shown Below" and the word "CUSIP" deleted;

(ii) in the first paragraph of the Current Interest Bond, the words "on the maturity date specified above" and "at the rate shown above" shall be deleted and the following shall be inserted at the end of the first sentence "..., with such principal to be paid in installments on the dates, in each of the years and in the principal amounts identified in the following schedule and with such installments bearing interest

³⁰ Insert from Officer's Pricing Certificate.

³¹ Insert from Officer's Pricing Certificate.

at the per annum rates set forth in the following schedule:"

[Information to be inserted from schedule in the Officer's Pricing Certificate]

(iii) in the first paragraph of the Capital Appreciation Bond, the words "on the maturity date specified above" shall be deleted, and the words "the Maturity Amount identified above" shall be replaced with "the Maturity Amounts shown in the schedule below".

[Information to be inserted from schedule in the Officer's Pricing Certificate]

(iv) the Initial Bonds shall be numbered ICI-1 and ICA-1, respectively.

18. CUSIP Numbers. CUSIP Numbers may be printed on the Bonds, but errors or omissions in the printing of such numbers shall have no effect on the validity of the Bonds.

19. Debt Service Fund; Tax Levy. A special fund to be designated "La Porte Independent School District Unlimited Tax Refunding Bonds, Taxable Series 2020, Debt Service Fund" is hereby created, and the proceeds from all taxes levied, assessed and collected for and on account of the Bonds authorized by this Order shall be deposited, as collected, in such Fund. While the Bonds or any part of the principal thereof or interest thereon remain outstanding and unpaid, there is hereby levied and there shall be annually assessed and collected in due time, form and manner, and at the same time as other District taxes are assessed, levied and collected, in each year, a continuing direct annual ad valorem tax, without legal limit as to maximum rate or amount, upon all taxable property in the District, sufficient to pay the interest on the Bonds as the same becomes due and to pay each installment of the principal of the Bonds as the same matures, full allowance being made for delinquencies and costs of collection, and said taxes are hereby irrevocably pledged to the payment of the interest on and principal of the Bonds and to no other purpose. The District will take into account the balance in the Debt Service Fund when it sets its debt service tax rate each year.

To pay the debt service coming due on the Bonds prior to receipt of the taxes levied to pay such debt service, there is hereby appropriated from current funds on hand, which are hereby certified to be on hand and available for such purpose, an amount sufficient to pay such debt service, and such amount shall be used for no other purpose.

Any money received by the District with respect to the Bonds as state assistance pursuant to the instructional allotment or as state assistance with existing debt, each as authorized by Chapter 46, Texas Education Code, shall be deposited in the Debt Service Fund as required by Sections 46.009 and 46.035, Texas Education Code, respectively.

20. Application of Chapter 1208, Government Code. Chapter 1208, Government Code, applies to the issuance of the Bonds and the pledge of the taxes granted by the District under Section 19 of this Order, and such pledge is therefore valid, effective and perfected. If Texas law is amended at any time while the Bonds are outstanding and unpaid such that the pledge of the

taxes granted by the District under Section 19 of this Order is to be subject to the filing requirements of Chapter 9, Business & Commerce Code, then in order to preserve to the registered owners of the Bonds the perfection of the security interest in said pledge, the District agrees to take such measures as it determines are reasonable and necessary under Texas law to comply with the applicable provisions of Chapter 9, Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

21. Further Proceedings. After the Initial Bonds have been executed, it shall be the duty of the appropriate officials and agents of the District to deliver the Initial Bonds and all pertinent records and proceedings to the Attorney General of the State of Texas, for examination and approval. After the Initial Bonds have been approved by the Attorney General, they shall be delivered to the Comptroller for registration. Upon registration of the Initial Bonds, the Comptroller (or the Comptroller's bond clerk or an assistant bond clerk lawfully designated in writing to act for the Comptroller) shall manually sign the Comptroller's Registration Certificate prescribed herein and the seal of said Comptroller shall be impressed, or placed in facsimile, thereon.

22. Escrow Agreement. The discharge and defeasance of the Refunded Bonds shall be effectuated pursuant to the terms and provisions of an Escrow Agreement to be entered into by and between the District and the Escrow Agent, the terms and provisions of which are hereby approved, subject to such insertions, additions and modifications as shall be necessary (a) to carry out the program designed for the District by the Underwriters, which shall be certified as to mathematical accuracy by the Report, (b) to maximize the District's present value savings and/or to minimize the District's costs of refunding, (c) to comply with all applicable laws and regulations relating to the refunding of the Refunded Bonds and (d) to carry out the other intents and purposes of this Order, and the Superintendent or Chief Financial Officer is hereby authorized to execute and deliver such Escrow Agreement on behalf of the District in multiple counterparts and the Secretary or the Assistant Secretary is hereby authorized to attest thereto and affix the District's seal.

23. Purchase of Escrowed Securities. To assure the purchase of the Escrowed Securities referred to in the Escrow Agreement, the Superintendent, the Chief Financial Officer, and the Escrow Agent are hereby authorized to subscribe for, agree to purchase, and purchase obligations which are authorized investments for escrow accounts pursuant to Section 1207.062, Texas Government Code, in such amounts and maturities and bearing interest at such rates as may be provided for in the Report, and to execute any and all subscriptions, purchase agreements, commitments, letters of authorization and other documents necessary to effectuate the foregoing, and any actions heretofore taken for such purpose are hereby ratified and approved.

24. Redemption Prior to Maturity of Refunded Bonds. The District will irrevocably exercise its option to call the bonds of the District for redemption prior to maturity on the dates and at the prices shown on Exhibit A attached to the Officer's Pricing Certificate, and authorized and directed notice of such redemption to be given in accordance with the orders authorizing the issuance of such bonds.

25. Permanent School Fund Guarantee. The District has applied for and received approval from the Texas Commissioner of Education (the “Commissioner”), subject to compliance with the Commissioners rules and regulations, for payment of the principal of and interest on the Bonds to be guaranteed by the Permanent School Fund of the State of Texas. If the Bonds are defeased, the guarantee of the Bonds will be removed in its entirety and, in case of default and in accordance with Texas Education Code §45.061, the Comptroller of Public Accounts will withhold the amount paid, plus interest, from the first state money payable to the District in the following order: foundation school fund, available school fund. In connection with the guarantee of the Bonds by the Permanent School Fund, the District, hereby certifies and covenants that

- (a) a certified copy of this Order and copies of the Official Notice of Sale and Final Official Statement (and final savings schedule for refunded bonds) shall be furnished to the Division of State Funding, School Facilities and Transportation, within ten (10) calendar days;
- (b) following any determination by the District that it is or will be unable to pay maturing or matured principal or interest on the bonds, the District will take all action required by Subchapter C of Chapter 45 of the Texas Education Code, as amended, including, but not limited to, the giving of timely notice of such determination to the Commissioner; and
- (c) the District will notify the Division of State Funding in writing within ten (10) calendar days of the defeasance of any guaranteed Bonds.

26. Continuing Disclosure Undertaking. Continuing Disclosure Undertaking. As used in this Section, the following terms have the meanings ascribed to such terms below:

“MSRB” means the Municipal Securities Rulemaking Board.

“Rule” means SEC Rule 15c2-12, as amended from time to time.

“SEC” means the United States Securities and Exchange Commission.

(a) Annual Reports. The District shall provide annually to MSRB, in an electronic format as prescribed by the MSRB, within six months after the end of each fiscal year, (1) all quantitative financial information and operating data with respect to the District of the general type included in the Official Statement in APPENDIX A - Tables 1 and 3 through 12, and including financial statements of the District, if audited financial statements of the District are then available, and (2) if not provided as part of such financial information and operating data, audited financial statements of the District, when and if available. Any financial statements so to be provided shall be (i) prepared in accordance with the accounting principles prescribed by the Texas State Board of Education or such other accounting principles as the District may be required to employ from time to time pursuant to State law or regulation and (ii) audited, if the District commissions an audit of such statements and the audit is completed within the period during which they must be

provided. If the audit of such financial statements is not complete within six (6) months after any such fiscal year end, then the District shall file unaudited financial statements within such 6-month period and audited financial statements for the applicable fiscal year, when and if the audit report on such financial statements becomes available.

If the District changes its fiscal year, it will submit a notice of such change to the MSRB, and the date of the new fiscal year end prior to the next date by which the District otherwise would be required to provide financial information and operating data pursuant to this Section.

The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any document (including an official statement or other offering document, if it is available from the MSRB).

(b) Material Event Notices. The District shall submit a notice to the MSRB, in a timely manner (not in excess of ten (10) business days after the occurrence of an event), of any of the following events with respect to the Bonds:

- (i) Principal and interest payment delinquencies;
- (ii) Non-payment related defaults, if material;
- (iii) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (iv) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (v) Substitution of credit or liquidity providers or their failure to perform;
- (vi) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
- (vii) Modifications to rights of holders of the Bonds, if material;
- (viii) Bond calls, if material, and tender offers;
- (ix) Defeasances;
- (x) Release, substitution, or sale of property securing repayment of the Bonds, if material;
- (xi) Rating changes;
- (xii) Bankruptcy, insolvency, receivership or similar event of the District;
- (xiii) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (xiv) Appointment of a successor or additional trustee or the change of name of a trustee, if material;

- (xv) Incurrence of a financial obligation of the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the District, any of which affect security holders, if material; and
- (xvi) Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the District, any of which reflect financial difficulties.

For these purposes, (a) any event described in (xii) in the immediately preceding paragraph is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District, and (b) the District intends the words used in the (xv) and (xvi) of the immediately preceding paragraph to have the same meanings as when they are used in the Rule, as evidenced by SEC Release No. 34-83885, dated August 20, 2018 (the “2018 Release”), and any further amendments or written guidance provided by the Commission or its staff with respect to the amendments to the Rule effected by the 2018 Release.

The District shall notify the MSRB, in a timely manner, of any failure by the District to provide financial information or operating data in accordance with Section 26(a) of this Order by the time required by such Section.

All documents provided to the MSRB pursuant to this Section shall be accompanied by identifying information as prescribed by the MSRB.

(c) Limitations, Disclaimers, and Amendments. The District shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the District remains an “obligated person” with respect to the Bonds within the meaning of the Rule, except that the District in any event will give notice of any deposit made in accordance with Texas law that causes Bonds no longer to be outstanding.

The provisions of this Section are for the sole benefit of the holders and the beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The District undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the District’s financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The District does not make any representation or warranty concerning such information or its usefulness to a

decision to invest in or sell Bonds at any future date.

UNDER NO CIRCUMSTANCES SHALL THE DISTRICT BE LIABLE TO THE HOLDER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE DISTRICT, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE UNLIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE.

No default by the District in observing or performing its obligations under this Section shall comprise a breach of or default under this Order for purposes of any other provision of this Order.

Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the District under federal and state securities laws.

The provisions of this Section may be amended by the District from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or a change in the identity, nature, or status or type of principal payment of the District, if (1) the agreement, as so amended, would have permitted an underwriter to purchase or sell Bonds in the initial primary offering in compliance with the Rule, taking into account any amendments or interpretations of the Rule to the date of such amendment, as well as such changed circumstances, and (2) either (a) the holders of a majority in aggregate amount of the outstanding Bonds consent to such amendment or (b) a person unaffiliated with the District (such as nationally recognized bond counsel) determines that the amendment will not materially impair the interests of the holders and beneficial owners of the Bonds. The District may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provisions of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds. If any such amendment is made, the District will include in its next annual update an explanation in narrative form of the reasons for the change and its impact on the type of operating data or financial information being provided.

27. Official Statement. The District hereby approves the form and content and distribution of the Preliminary Official Statement prepared in the initial offering and sale of the Bonds and hereby authorizes the preparation of a final Official Statement reflecting the terms of the Purchase Agreement and other relevant information. The use of such final Official Statement by the Underwriters is hereby approved and authorized and the proper officials of the District are authorized to sign such Official Statement.

28. Power to Revise Form of Documents. Notwithstanding any other provision of this Order, the Superintendent and the Chief Financial Officer is hereby authorized to make or approve such revisions, additions, deletions, and variations to this Order and in the form of the documents

attached hereto as exhibits as, in the judgment of the Superintendent or Chief Financial Officer, and in the opinion of Bond Counsel to the District, may be necessary or convenient to carry out or assist in carrying out the purposes of this Order, the Preliminary Official Statement, the final Official Statement, or as may be required for approval of the Bonds by the Attorney General of Texas; provided, however, that any changes to such documents resulting in substantive amendments to the terms and conditions of the Bonds or such documents shall be subject to the prior approval of the Board.

29. Related Matters. To satisfy in a timely manner all of the District's obligations under this Order and the Purchase Agreement, the Superintendent or Chief Financial Officer, the Secretary or the Assistant Secretary, and all other appropriate officers and agents of the District are hereby authorized and directed to take all other actions that are reasonably necessary to provide for the refunding of the Refunded Bonds, including, without limitation, executing and delivering on behalf of the District all agreements, certificates, consents, receipts, requests, and other documents as may be reasonably necessary to satisfy the District's obligations under the Purchase Agreement and this Order and to direct the application of funds of the District consistent with the provisions of this Order. Without limiting the generality of the foregoing, the Superintendent, the Chief Financial Officer, and all other appropriate officers and agents of the District are hereby authorized to take all actions necessary, including executing any agreements or other documents necessary or appropriate, to obtain one or more ratings for the Bonds.

30. Financial Advisor. The Board hereby approves and ratifies the amended Agreement for Municipal Advisory Services between the District and SAMCO Capital Markets, dated [____]

31. Registrar. The form of agreement setting forth the duties of the Registrar is hereby approved, and the appropriate officials of the District are hereby authorized to execute such agreement for and on behalf of the District.

32. No Personal Liability. No recourse shall be had for payment of the principal of or interest on any Bonds or for any claim based thereon, or on this Order, against any official or employee of the District or any person executing any Bonds.

33. Open Meeting. It is hereby officially found and determined that the meeting at which this Order was adopted was open to the public, and that public notice of the time, place and purpose of said meeting was given, all as required by the Texas Open Meetings Act.

[Signature page follows]

PASSED AND APPROVED this 10th day of November, 2020.

Superintendent or Chief Financial Officer
La Porte Independent
School District

ATTEST:

Secretary
La Porte Independent
School District

(SEAL)

Signature Page
Bond Order

La Porte ISD Unlimited Tax Refunding Bonds, Taxable Series 2020

EXHIBIT A

DISTRICT'S OUTSTANDING OBLIGATIONS

[_____]

XIII. Action on Closed Session Items

XIV. Adjournment

Closed meeting will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Section 551.071 et seq. concerning any and all purposes permitted by the Act, including but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	For the purpose to consult with District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code, and regarding any matter listed on the agenda.
551.074	For the purpose of considering the appointment, employment, resignation, evaluation, reassignment, duties, discipline, termination or dismissal of a public officer or employee. 1. Consider appointment, employment, resignation, termination, evaluation, reassignment, duties, discipline or dismissal of a public officer and/or professional and non-professional personnel. 2. Consider administrative recommendations with regard to professional employees. 3. Consider renewals, non-renewals and terminations of contracts for professional and nonprofessional personnel.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on November 6, 2020 at 5:00 PM.

Walter G. Jackson, Ed. D., Superintendent of Schools