

**The Lockhart Independent School District  
Board of Trustees  
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,  
Lockhart, TX 78644  
Regular Meeting, June 22, 2020 – 6:30 PM**

Notice is hereby given that on June 22, 2020, the Board of Trustees of the Lockhart Independent School District will hold a Regular meeting at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644. The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order
2. Pledge of Allegiance
3. Invocation
4. PUBLIC MEETING
  - A. Public Meeting for 2020-2021 Budget and Proposed Tax Rate
5. Recognitions
6. Public Comment
7. CLOSED SESSION:
  - A. Pursuant to Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:
    1. Superintendent's Performance Review
8. Business: Consent Agenda
  - A. Approve Minutes
    1. May 18, 2020
    2. June 1, 2020
    3. June 15, 2020
  - B. Approve Resolution Classifying Funds as Committed for 2019-2020 Financial Statements
  - C. Approve Final Amended Budget for 2019-2020
  - D. Approve 2020-2021 ESC-13 Commitment Forms
  - E. Approve 2020-2021 Board of Trustees Regular Meeting Schedule
  - F. Approve Amended Master Stipend List
  - G. Approve Agreement Between Lockhart ISD and Communities In Schools of Central Texas, 2020-2021
  - H. Approve LJHS Scholarship
    - I. Approve Purchases from Skyward in Excess of \$50,000
  - J. Approve Annual Financial Report Due Date Extension Waiver
  - K. Review Cash Investments Report
  - L. Review Tax Collection Report
  - M. Review Request for Advanced Class Waivers for Extracurricular Participation
9. COMMUNICATION
  - A. Update on LISD Instructional Continuity Plan
  - B. Teacher Feedback Update

- C. Review List of Vendor Purchases in Excess of \$50,000 for the 2020-2021 School Year
- D. District Improvement Plan and Campus Improvement Plans Final Update for the 2019-2020 School Year
- E. Renewal of Tutoring Contracts for School Year 2020-21

10. COMMUNICATION/ACTION

- A. Consider and/or Approve Delegate and Alternate for Texas Association of School Boards (TASB) 2020 Convention Delegate Assembly
- B. Consider and/or Approve 2020-2021 Budgets for Maintenance and Operation Fund, Debt Service Fund, School Nutrition Fund and Maintenance Tax Note Debt Service Fund
- C. Consider and/or Approve Special Education Contracted Services RFQ 20-008
- D. Consider and/or Approve Student Insurance RFP 20-005
- E. Consider and/or Approve the Security Film purchase from the Safety and Security Grant
- F. Consider and/or Approve ELAR Adoption
- G. Consider and/or Approve Lion Launch Scholarship
- H. Consider and/or Approve the Submission of the Waiver to Delay Parent Notification Requirements for Students at Risk of Failure
- I. Consider and/or Approve the Submission of the Waiver for the TXVSN Course Review and/or Teacher Professional Development Requirements

11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST\*

12. BENEDICTION

13. ADJOURNMENT

\*BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST: Items of community interest are limited to: 1) expressions of thanks, congratulations or condolence; 2) information regarding holiday schedules; 3) an honorary or salutary recognition of a public official, public employee, or other citizen, except that a discussion regarding a change in the status of a person's public office or public employment is not an honorary or salutary recognition for purposes of this subdivision; 4) a reminder about an upcoming event organized or sponsored by the governing body; 5) information regarding a social, ceremonial, or community event organized or sponsored by an entity other than the governing body that was attended or is scheduled to be attended by a member of the governing body or an official employee of the school district.

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 or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]

Texas Government Code Section:

- 551.071 Consultation with Attorney; Closed Meeting
- 551.072 Deliberation Regarding Real Property; Closed Meeting
- 551.073 Deliberation Regarding Prospective Gift; Closed Meeting
- 551.074 Personnel Matters; Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline or Dismissal of a Public Officer or Employee; Closed Meeting
- 551.075 Conference Relating to Investments and Potential Investments Attended by Board of Trustees of Texas Growth Fund; Closed Meeting
- 551.076 Deliberation Regarding Security Devices; Closed Meeting
- 551.082 School Children; School District Employees; Disciplinary Matter or Complaint
- 551.083 Certain School Boards; Closed Meeting Regarding Consultation with Representative of Employee Group
- 551.084 Investigation; Exclusion of Witness from Hearing

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or,

(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On this day of Thursday, June 18, 2020, this Notice was mailed or faxed to news media who had previously requested such Notice and an original copy was posted on the display window in the School District Administration Building on said date.



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Superintendent

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

# NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Lockhart ISD will hold a public meeting at 6:30 PM 06/22/2020 in ML Cisneros Education Support Center, 419 Bois D'Arc, 2nd Floor Lockhart, TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

<b>Maintenance Tax</b>	\$0.966400 /\$100 (Proposed rate for maintenance and operations)
<b>School Debt Service Tax Approved by Local Voters</b>	\$0.276840 /\$100 (Proposed rate to pay bonded indebtedness)

### Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	8.975000% (increase) or	% (decrease)
Debt service	% (increase) or	-9.819000% (decrease)
Total expenditures	7.121000% (increase) or	% (decrease)

### Total Appraised Value and Total Taxable Value (as calculated under section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$2,081,479,963	\$2,287,033,543
Total appraised value* of new property**	\$55,456,430	\$54,207,440
Total taxable value*** of all property	\$1,712,421,477	\$1,900,262,382
Total taxable value*** of new property**	\$54,410,488	\$52,220,957

\* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.  
 \*\* "New property" is defined by Section 26.012(17), Tax Code.  
 \*\*\* "Taxable value" is defined by Section 1.04(10), Tax Code.

### Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness:	\$65,690,000
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\* Outstanding principal

**Comparison of Proposed Rates with Last Year's Rates**

	<b><u>Maintenance &amp; Operations</u></b>	<b><u>Interest &amp; Sinking Fund*</u></b>	<b><u>Total</u></b>	<b><u>Local Revenue Per Student</u></b>	<b><u>State Revenue Per Student</u></b>
Last Year's Rate	\$0.970000	\$0.292360*	\$1.262360	\$3,498	\$6,576
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service					
Proposed Rate	\$1.013630	\$0.294620*	\$1.308250	\$3,793	\$6,169
	\$0.966400	\$0.276840*	\$1.243240	\$3,420	\$6,761

\* The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

**Comparison of Proposed Levy with Last Year's Levy on Average Residence**

	<b><u>Last Year</u></b>	<b><u>This Year</u></b>
Average Market Value of Residences	\$153,415	\$166,968
Average Taxable Value of Residences	\$118,350	\$133,597
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.262360	\$1.243240
Taxes Due on Average Residence	\$1,494.00	\$1,660.93
Increase (Decrease) in Taxes	\$0.00	\$166.93

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

**Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is 1.246700. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of 1.246700.**

**Fund Balances**

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	\$9,777,381
Interest & Sinking Fund Balance(s)	\$3,113,992

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

# Minutes of Regular Meeting

## The Board of Trustees Lockhart Independent School District

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A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, May 18, 2020, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:30 p.m. by Board President Steve Johnson. Other members present were Warren Burnett, Brenda Spillmann, Michael Wright, Tom Guyton and Becky Lockhart. Carl Cisneros arrived at 6:35 p.m.
2. Presentation of Colors by JROTC  
*\*The board recited the Pledge of Allegiance*
3. Invocation was given by Trustee Guyton
4. Recognitions

None.

5. Public Comment

None.

6. CLOSED SESSION:

A. Pursuant to Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:

1. Superintendent's Performance Review
2. Level III public complaint against District employee

**The Board of Trustees on Monday, May 18, 2020 convened at 6:32 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed**

**session at 6:38 PM on Monday, May 18, 2020. No votes, decisions, or actions were taken while in closed session.**

6. CLOSED SESSION:

A. Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee) specifically to discuss:

2. Level III public complaint against District employee

**The Board of Trustees on Monday, May 18, 2020 convened at 6:39 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee). The Board ended its closed session at 7:41 PM on Monday, May 18, 2020. No votes, decisions, or actions were taken while in closed session.**

The board moved to item 9-G.

Communication/Action:

9-G Possible action regarding Level III public complaint against District employee

**Trustee Burnett made the motion that the Board affirm the decision of the Administration and deny the grievance appeal and the relief requested. Trustee Spillmann seconded the motion. The motion carried, 7-0.**

6. CLOSED SESSION:

A. Pursuant to Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:

1. Superintendent's Performance Review

**The Board of Trustees on Monday, May 18, 2020 convened at 7:42 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed**

**session at 8:40 PM on Monday, May 18, 2020. No votes, decisions, or actions were taken while in closed session.**

The Board moved to item 8-F.

**COMMUNICATION**

**F. Review LJHS Scholarship**

This presentation was given by Edgar Torres, Principal, Lockhart Junior High School. No action was taken.

**7. Business: Consent Agenda**

**A. Approval of Minutes:**

1. April 27, 2020

2. May 4, 2020

B. Approve SSC Contract Renewal

C. Approve Updated 403b Plan Document

D. Review 2020-2021 Board of Trustees Regular Meeting Schedule

E. Review Cash Investments Report

F. Review Tax Collection Report

**Trustee Guyton made the motion that the Board approve the consent agenda as presented. Trustee Spillmann seconded the motion. The motion carried, 7-0.**

**8. COMMUNICATION**

**A. Update on LISD Instructional Continuity Plan**

This presentation was given by Dr. Stephaine Camarillo, Assistant Superintendent for Curriculum and Instruction. No action was taken.

**B. School Health Advisory Committee Report**

This presentation was given by Kim Brents, Deputy Superintendent. No action was taken.

**C. 2014 Bond Progress Update; Alma Brewer Strawn Elementary School Renovation Project**

Adam Galvan, Assistant Superintendent for Operations and Technology, provided an update. No action was taken.

**D. Review 2020 Tax Rate to be Published**

Tina Knudsen, Chief Financial Officer, provided information on the 2020 Tax Rate to be published. No action was taken.

E. Review Date for Public Meeting on 2020-2021 Budget

Tina Knudsen, Chief Financial Officer, provided information on the date for the Public meeting. No action was taken.

G. Review Purchases from Skyward in Excess of \$50,000

Tina Knudsen, Chief Financial Officer, provided information regarding the future purchase of Skyward modules. No action was taken.

H. Review 2020-2021 ESC-13 Commitment Forms

Dr. Camarillo, Assistant Curriculum and Instruction, provided an update on next year's commitment form selections. No action was taken.

I. Review Special Education Contracted Services RFP

Tina Knudsen, Chief Financial Officer, provided information on the Special Education Contract Services RFP. No action was taken.

J. Review Student Insurance RFP

Tina Knudsen, Chief Financial Officer, provided information on the Student Insurance RFP. No action was taken

K. Review Security Film purchase from the Safety and Security grant

Adam Galvan, Assistant Superintendent for Operations and Technology, provided an update on the Safety and Security grant. No action was taken.

L. Review Agreement Between Lockhart ISD and Communities In Schools of Central Texas, 2020-2021

This presentation was given by Kim Brents, Deputy Superintendent. No action was taken.

9. COMMUNICATION/ACTION:

- A. Consider and/or Approve 2020-2021 Employee Compensation Plan

**Trustee Spillmann made the motion that the Board of Trustees approve the 2020-2021 compensation plan as presented, which includes a one-time payment equal to 1% of the median for teachers and 1% of the mid-point for all other staff in the November 2020 payroll for all full-time and part-time Lockhart ISD employees, excluding substitutes, seasonal or temporary employees, who are employed with the District as of September 1, 2020 of the 2020-2021 school year and are still employed at time the payment is distributed, so long as such funds are available to the District to fund the payment, as determined by the Superintendent or designee. Trustee Guyton seconded the motion. The motion carried, 7-0.**

- B. Consider and/or Approve Instructional Materials Inventory Requirement Waiver

**Trustee Spillmann made the motion that Instructional Materials Inventory Requirement Waiver be submitted. Trustee Lockhart seconded the motion. The motion carried, 7-0.**

- C. Consider and/or Approve UT Onramps Academic Fee's for the 2019-2020 School Year and amend the General Fund Budget

**Trustee Spillmann made the motion that the Board approve the UT OnRamps academic fee's for the 2019-2020 school year and amend the general fund budget. Trustee Cisneros seconded the motion. The motion carried, 7-0.**

- D. Consider and/or Approve a Cardiopulmonary Resuscitation (CPR) Waiver

**Trustee Spillmann made the motion that the Board approve the Cardiopulmonary Resuscitation (CPR) waiver as presented by the Lockhart ISD administration. Trustee Guyton seconded the motion. The motion carried, 7-0.**

- E. Consider and/or Approve a Resolution Suspending Portions of Lockhart ISD Board Policy FFAA (LOCAL)

**Trustee Cisneros made the motion that the Board approve a resolution suspending portions of LISD Board Policy FFAA (LOCAL). Trustee Lockhart seconded the motion. The motion carried, 7-0.**

- F. Consider and/or approve extending the copier contract with Toshiba

**Trustee Guyton made the motion that the board approves the extension of the exiting maintenance Toshiba contract and entering into a new 36 month contract for 12 copiers as presented. Trustee Lockhart seconded the motion. The motion carried, 7-0.**

G. Consideration and possible action regarding Trustee Resignation

**Trustee Burnett made the motion that the board accept Trustee Brenda Spillmann's resignation as a member of the Lockhart ISD Board of Trustees. Trustee Wight seconded the motion. The motion carried, 6-0.**

10. BOARD AND STAFF COMMENTS-ITEMS OF COMMUNITY INTEREST\*

11. BENEDICTION was given by Brenda Spillmann

12. ADJOURNMENT was at 10:00 p.m. by Board President Steve Johnson.

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Steve Johnson, Board President

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Tom Guyton, Board Secretary

# Minutes of Special Meeting

## The Board of Trustees Lockhart Independent School District

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A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, June 1, 2020, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:30 p.m. by Board President Steve Johnson. Other members present were Warren Burnett, Michael Wright, Tom Guyton, Becky Lockhart and Carl Cisneros.
2. Public Comment

None.

### 3. COMMUNICATION:

#### A. Review Annual Financial Report Due Date Extension Waiver

Tina Knudsen, CFO, provided information on the Annual Financial Report Due Date Extension Waiver. No action was taken.

#### B. Review Electrical/Plumbing for Portable CSP

Adam Galvan, Assistant Superintendent of Operations & Technology provided information on the upcoming Electrical/Plumbing for Portable CSP. No action was taken.

#### C. 2020-2021 Staffing and Budget Session

This presentation was given by Tina Knudsen, Chief Financial Officer.

### 4. COMMUNICATION/ACTION:

#### A. Approve Date for Public Meeting on 2020-2021 Budget

**Trustee Wright made the motion that the Board approve June 22, 2020 as the date for the public meeting for the budget and tax rate. Trustee Guyton seconded the motion. The motion carried, 6-0.**

#### B. Approve 2020 Tax Rate to be Published

**Trustee Guyton made the motion that the Board approve a 2020 maintenance and operations tax rate of \$0.9664 and an interest and sinking tax rate of \$0.2864, for a**

**combined tax rate of \$1.2528 to be published. Trustee Cisneros seconded the motion. The motion carried, 6-0.**

C. Approve 2020 Summer Camp Tuition Rate

**Trustee Lockhart made the motion that the Board approve that the Board approve the 2020 Summer Camp tuition rates as presented. Trustee Guyton seconded the motion. The motion carried, 6-0.**

D. Approve Two Contingency Positions for 2020-2021 School Year

**Trustee Wright made the motion that the Board approve two contingency positions for 2020-2021 school year. Trustee Guyton seconded the motion. The motion carried, 6-0.**

E. Consider and/or Approve JHS Make Up Air Units and amend the General Fund Budget

**Trustee Guyton made the motion that the Board approve the purchase and installation of 8 Make Up Air Units for the Junior High School in the amount of \$800,000.00 along with a 7% engineering fee, as well as a 20% contingency fee for unexpected costs and amend the General Fund Budget. Trustee Burnett seconded the motion. The motion carried, 6-0.**

F. Consider and/or Approve purchases for Personal Protective Equipment (PPE) and amend the General Fund Budget

**Trustee Guyton made the motion that the Board approve the purchase of Personal Protective Equipment as presented in the amount of \$166,163.29 and amend the General Fund budget. Trustee Wright seconded the motion. The motion carried, 6-0.**

5. ADJOURNMENT was at 7:44 p.m. by Board President Steve Johnson.

\_\_\_\_\_  
Steve Johnson, Board President

\_\_\_\_\_  
Tom Guyton, Board Secretary

# Minutes of Special Meeting

## The Board of Trustees Lockhart Independent School District

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A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, June 15, 2020, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644. **HOWEVER, THIS MEETING WILL BE CONDUCTED BY VIDEO AND AUDIO CONFERENCE IN ACCORDANCE WITH THE GOVERNANCE AUTHORIZATION CONCERNING SUSPENSION OF CERTAIN OPEN MEETING LAW REQUIREMENTS FOR THE COVID-19 (CORONAVIRUS) DISASTER.** A quorum of members of the Board will participate in the meeting and will be audible to the public.

1. Call to Order was at 6:30 p.m. by Board President Steve Johnson. Other members present were Michael Wright, Warren Burnett, Becky Lockhart and Tom Guyton. Carl Cisneros was absent.

2. Public Comment  
None

3. COMMUNICATION/ACTION:

A. Consider and/or Approve the Missed School Days Waiver

**Trustee Guyton made the motion that the Board approve the Missed School Days waiver as presented by the Lockhart ISD administration. Trustee Lockhart seconded the motion. Motion carried, 4-0. (Trustee Wright had technical difficulties and missed the vote).**

4. ADJOURNMENT was at 6:36 p.m. by Board President Steve Johnson.

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Steve Johnson, Board President

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Tom Guyton, Board Secretary

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**RESOLUTION – COMMITTED FUND BALANCE AT JUNE 30, 2020**

The Board of Trustees of Lockhart Independent School District being convened in Regular Session at ML Cisneros Education Support Center Boardroom within the boundaries of the Lockhart Independent School District, on the 22nd day of June, 2020, with a quorum present in the persons of

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Trustees being absent: \_\_\_\_\_

WHEREAS Trustee \_\_\_\_\_ introduced the following order, moved its adoption, and the motion having been seconded by Trustee \_\_\_\_\_ was duly put and carried, said Order reading as follows:

**IT IS HEREBY RESOLVED**, ordered, and directed that the Lockhart Independent School District commits the following portions of its June 30, 2020 General Fund unassigned fund balance:

**BE IT RESOLVED**, the District commits \$1,137,540 for facilities maintenance and/or Improvements for June 30, 2020, and;

**BE IT RESOLVED**, the District commits \$784,489 for portable buildings and;

**BE IT RESOLVED**, the District commits \$243,317 for Internet towers and devices, and;

**BE IT RESOLVED**, the District commits \$1,027,200 for Make Up Air Units and;

**BE IT RESOLVED**, the District commits \$647,535 for outstanding encumbrances for supplies and capital outlay at fiscal year-end for June 30, 2020, and;

**IT IS ALSO HEREBY RESOLVED**, ordered, and directed that the Lockhart Independent School District commits the following portions of its June 30, 2020 School Nutrition Fund unassigned fund balance:

**BE IT RESOLVED**, the District commits \$3,970 for food service equipment at June 30, 2020.

\_\_\_\_\_  
Steve Johnson, President  
Lockhart I.S.D. Board of Trustees

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Tom Guyton, Secretary  
Lockhart I.S.D. Board of Trustees

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**Lockhart ISD**  
**Final Amended Budget**  
**June 22, 2020**

									19-20	DR (CR)	New
											19-20
	FND	FN	OBJ	SO	ORG	YR-PIC	Code Description	Appropriation	Amendment	Appropriation	
<b>1. To record the final amended budget for 2019-2020 for the General Fund:</b>											
	199	00	7912	00	000	000000	Sale of property	102,600	(8,421)	94,179	
	199	11	6119	00	045	011000	Professional salaries	(2,622,769)	(382,677)	(3,005,446)	
	199	13	6119	00	942	099000	Professional salaries	(226,532)	91,000	(135,532)	
	199	13	6119	00	045	099000	Professional salaries	(382,677)	382,677	-	
	199	13	6239	05	942	099000	ESC services	(40,000)	30,000	(10,000)	
	199	21	6119	00	942	099000	Professional salaries	(308,339)	(4,705)	(313,044)	
	199	21	6141	00	942	099000	Medicare tax	(4,338)	(68)	(4,406)	
	199	21	6146	00	942	099000	TRS tax	(8,176)	(35)	(8,211)	
	199	23	6119	00	106	099000	Professional salaries	(143,537)	(6,500)	(150,037)	
	199	23	6141	00	106	099000	Medicare tax	(2,977)	(94)	(3,071)	
	199	23	6146	00	106	099000	TRS tax	(8,698)	(49)	(8,747)	
	199	81	6629	00	045	099000	JHS bus loop	(69,108)	1,200	(67,908)	
	199	81	6629	69	101	099000	Gym floors	(35,000)	35,000	-	
	199	81	6629	69	102	099000	Gym floors	(35,000)	35,000	-	
	199	81	6629	69	103	099000	Gym floors	(35,000)	35,000	-	
	199	81	6629	69	104	099000	Gym floors	(35,000)	35,000	-	
	199	81	6629	69	105	099000	Gym floors	(35,000)	35,000	-	
	199	81	6629	69	106	099000	Gym floors	(35,000)	35,000	-	
	199	00	5742	00	000	000000	Interest income	400,000	(100,900)	299,100	
	199	00	5711	00	000	000000	Current tax collections	14,332,269	484,000	14,816,269	
	199	00	5812	00	000	000000	Foundation school funds	23,118,071	(989,000)	22,129,071	
	199	00	3600	00	000	000000	Budgeted fund balance	(3,223,484)	293,572	(2,929,912)	
								30,702,305	-	30,702,305	
<b>2. To record the reduction of M&amp;O state aid for 2019-2020 due to the state supplanting federal CARES act funding for state funding:</b>											
	199	00	5812	00	000	000000	Foundation school funds	22,129,071	(806,739)	21,322,332	
	199	00	3600	00	000	000000	Budgeted fund balance	(2,929,912)	806,739	(2,123,173)	
								19,199,159	-	19,199,159	
<b>3. To record the final amended budget for 2019-2020 for the Food Service Fund:</b>											
	240	00	5749	00	000	000000	Other local revenues	22,500	(11,988)	10,512	
	240	00	5751	00	611	000000	Ala carte revenues	174,175	(17,597)	156,578	
	240	00	5829	00	000	000000	State program revenues	16,323	(1,102)	15,221	
	240	00	5831	00	000	000000	TRS on-behalf revenues	-	6,730	6,730	
	240	00	5921	00	000	000000	School breakfast	1,144,121	114,000	1,258,121	
	240	00	5922	00	000	000000	School lunch	1,885,498	213,846	2,099,344	
	240	00	5923	00	000	000000	Donated commodities revenue	206,662	20,000	226,662	
	240	00	5928	00	000	000000	Federal revenue	279,228	354,013	633,241	
	240	35	6129	00	999	099035	Paraprofessional salaries	(140,000)	(24,000)	(164,000)	
	240	35	6141	00	999	099035	Medicare tax	-	(2,336)	(2,336)	
	240	35	6144	00	999	099035	TRS on-behalf expense	-	(6,730)	(6,730)	
	240	35	6146	00	999	099035	TRS tax	-	(11,011)	(11,011)	
	240	34	6294	00	999	990035	Transportation cost for meals	-	(249,795)	(249,795)	
	240	35	6219	00	999	000099	Contracted services	(2,123,467)	(150,000)	(2,273,467)	

**Lockhart ISD**  
**Final Amended Budget**  
**June 22, 2020**

							19-20	DR (CR)	New
							19-20	DR (CR)	19-20
FND	FN	OBJ	SO	ORG	YR-PIC	Code Description	Appropriation	Amendment	Appropriation
240	35	6344	00	999	099000	Donated commodities expense	(206,662)	(20,000)	(226,662)
240	00	3600	00	000	000000	Budgeted fund balance	12,236	(214,030)	(201,794)
							1,270,614	-	1,270,614
<b>4. To record the final amended budget for 2019-2020 for the Debt Service Fund:</b>									
599	00	8940	00	000	000000	Other financing use (for defeasance)	-	(1,444,505)	(1,444,505)
599	00	5829	78	000	000000	State revenues	1,163,070	(131,228)	1,031,842
599	00	5711	00	000	000000	Current taxes	4,319,777	145,000	4,464,777
599	00	5712	00	000	000000	Delinquent taxes	126,000	(8,651)	117,349
599	00	5716	00	000	000000	Delinquent penalties/interest	36,000	3,300	39,300
599	00	5719	00	000	000000	Current penalties/interest	19,000	5,240	24,240
599	00	5742	00	000	000000	Interest income	55,000	56,500	111,500
							5,718,847	(1,374,344)	4,344,503
<b>5. To record the final amended budget for 2019-2020 for the Maintenance Tax Note Debt Service Fund:</b>									
597	00	8911	49	000	000000	Transfer in	(112,536)	(161,679)	(274,215)
597	00	3600	00	000	000000	Budgeted fund balance	-	161,679	161,679
							(112,536)	-	(112,536)
<b>6. To appropriate funds to complete the fence at the new Cubhouse location:</b>									
199	81	6629	00	945	099000	Fencing for Cubhouse	(69,250)	(1,200)	(70,450)
199	00	3600	00	000	000000	Budgeted fund balance	(2,123,173)	1,200	(2,121,973)
							(2,192,423)	-	(2,192,423)
<b>7. To record receipt of additional special education funds and appropriate expenditures:</b>									
199	00	5829	00	000	000000	State special education funds	-	20,000	20,000
199	11	6119	72	999	023000	Instructional extra duty pay	-	(2,935)	(2,935)
199	11	6141	72	999	023000	Medicare tax	-	(43)	(43)
199	11	6146	72	999	023000	TRS tax	-	(22)	(22)
199	31	6119	72	999	023000	Assessment extra duty pay	-	(16,634)	(16,634)
199	31	6141	72	999	023000	Medicare tax	-	(241)	(241)
199	31	6146	72	999	023000	TRS tax	-	(125)	(125)
							-	-	-
							<b>Submitted by:</b>		
							Tina Knudsen, CPA		
							Chief Financial Officer		

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

---

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

[Click here to print](#)

**Administrative Services**

ACPC01	Purchasing Cooperative 2020 - 2021	\$0.00
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Subtotal:	\$0.00
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**Curriculum and Instruction**

ADDES01	Discovery Education (DE) Streaming Media 2020-2021 District	\$10,565.00
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ACRSK01	School Ready - Ready, Set, K (RSK) 2020-2021	\$4,000.00
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ACTR01	TEKS Resource System (Curriculum) 2020 - 2021	\$33,465.00
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Subtotal:	\$48,030.00
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**Information Services**

ADDL01	Distance Learning Network 2020-2021	\$3,000.00
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ADTSDS01	TSDS PEIMS Cooperative 2020-2021	\$3,000.00
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Subtotal:	\$6,000.00
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**School and Admin Support**

ACEDU01	eduphoria! 2020-2021 Request SLA	<del>24,750.00</del> \$0.00
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Subtotal:	<del>24,750.00</del> \$0.00
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**Special Programs**

ACBEC01	Bilingual/ESL Cooperative for Districts Not in the Title III SSA 2020-2021	\$5,000.00
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ACHEC01	Homeless Education Cooperative 2020-2021	\$1,000.00
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ACSCE01	SCE Special Allotment Cooperative 2020-2021	\$1,000.00
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ACME01	ESSA Title I, Part C Migrant Education Program SSA 2020-2021	\$0.00
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Subtotal:	\$7,000.00
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Total:	<del>\$61,030.00</del>
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*85,780.00*

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



# LOCKHART INDEPENDENT SCHOOL DISTRICT

419 Bois D'Arc Street • Lockhart, Texas 78644 • phone: 512.398.0000 • fax: 512.398.0031  
www.lockhart.isd.org

**2020-2021**

## **Board of Trustees Regular School Board Meetings**

Location: M.L. Cisneros Education Support Center, 419 Bois D' Arc

Regular Board meetings begin at 6:30 p.m.

- Monday, August 24, 2020
- Monday, September 28, 2020
- Monday, October 26, 2020
- Monday, November 16, 2020 (3<sup>rd</sup> Monday)
- Monday, December 14, 2020 (2<sup>nd</sup> Monday)
- Tuesday, January 19, 2021
- Monday, February 22, 2021
- Monday, March, 22, 2021
- Monday, April, 26, 2021
- Monday, May 24, 2021
- Monday, June 7, 2021 (Special Called Board Meeting)
  - Monday, June 28, 2021
  - Monday, July 26, 2021

\*Unless otherwise noted, regular meetings occur on the 4th Monday of the month

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

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PREVIOUS BOARD REVIEW DATE:

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

## 2020-2021 Master Stipend List

Campus	Stipend	19-20 Proposed Stipend	20-21 Proposed Stipend	Change	Notes
HS	Acute Shortage (Health Science Tech)	\$ 3,500	\$ 3,500	\$ -	
HS	Ag stipend	\$ 2,500	\$ 2,500	\$ -	
HS	Band, 1st assistant	\$ 6,000	\$ 6,000	\$ -	
JHS	Band, Assistant	\$ 5,000	\$ 5,000	\$ -	
HS	Band, Assistant	\$ 5,000	\$ 5,000	\$ -	
JHS	Band, Head	\$ 6,000	\$ 6,000	\$ -	
HS	Band, Head	\$ 10,000	\$ 10,000	\$ -	
SpED	Behavior (IDEA B Formula funds)	\$ 1,500	\$ 1,500	\$ -	
District	Bilingual recruitment finders fee (current staff)	\$ 250	\$ 250	\$ -	
District	Bilingual signing bonus (new hires)	\$ 500	\$ 500	\$ -	
District	Bilingual, assessment staff	\$ 4,000	\$ 6,500	\$ 2,500	Approved in February 2020
Elementaries	Bilingual, classroom teachers only	\$ 4,000	\$ 6,500	\$ 2,500	Approved in February 2020
District	Bilingual, speech therapist	\$ 4,000	\$ 6,500	\$ 2,500	Approved in February 2020
JHS	Builders Club	\$ 1,000	\$ 1,000	\$ -	
District	Career Ladder II	\$ 1,560	\$ 1,560	\$ -	
HS	Cheer Sponsor	\$ 5,000	\$ 5,000	\$ -	
JHS	Cheer Sponsor	\$ 2,000	\$ 2,000	\$ -	
HS	Cheer Sponsor, Assistant	\$ 3,000	\$ 3,000	\$ -	
HS	Choir Director	\$ 6,000	\$ 6,000	\$ -	
JHS	Choir Director	\$ 3,000	\$ 3,000	\$ -	
HS	Class Sponsor	\$ 750	\$ 750	\$ -	
Elementaries	Club Sponsor	\$ 200	\$ 200	\$ -	
HS	Dance/Drill Team Director	\$ 4,500	\$ 4,500	\$ -	
HS	DECA Sponsor	\$ 2,000	\$ 2,000	\$ -	
HS	EMT Instructor	\$ 2,000	\$ 2,000	\$ -	
JHS/HS	ESL - Teachers assigned to serve self- contained and newcomers	\$ 1,200	\$ 1,200	\$ -	
District	ESL Certification training	\$ 500	\$ 500	\$ -	
HS	FCCLA	\$ 2,000	\$ 2,000	\$ -	
JHS	FCCLA	\$ -	\$ 1,500	\$ 1,500	New
HS	HOSA (Health Occupations) Sponsor	\$ 2,000	\$ 2,000	\$ -	
JHS	HOSA (Health Occupations) Sponsor	\$ 1,500	\$ 1,500	\$ -	
District	Internet/data usage during shutdown	\$ -	\$ 50	\$ 50	Approved - 5/18/20
HS	Key Club	\$ 750	\$ 750	\$ -	

## 2020-2021 Master Stipend List

Campus	Stipend	19-20 Proposed Stipend	20-21 Proposed Stipend	Change	Notes
HS	Language other than English - Lead	\$ 2,000	\$ 2,000	\$ -	
Elementaries	Lead Teacher	\$ 1,000	\$ 1,000	\$ -	
HS	Lead Teacher	\$ 2,000	\$ 2,000	\$ -	
JHS	Lead Teacher	\$ 1,500	\$ 1,500	\$ -	
District	Lead Teacher, GT	\$ 2,500	\$ 2,500	\$ -	
District	Lead Teacher, Instructional Coach	\$ 2,000	\$ 2,000	\$ -	
Campuses except	Lead Teacher, Special Ed	\$ 1,500	\$ 1,500	\$ -	
JHS	Lead Teacher, Special Ed	\$ 2,500	\$ 2,500	\$ -	
District	Lever Leader	\$ -	\$ 10,000	\$ 10,000	Approved - 5/18/20
District	Masters (Any subject area) - limit 1 per employee	\$ 1,200	\$ 1,200	\$ -	
District	Mentor, teacher - new to LISD	\$ 200	\$ 200	\$ -	
District	Mentor, teacher - new to the profession	\$ 600	\$ 600	\$ -	
HS	National Honor Society Sponsor	\$ 1,000	\$ 1,000	\$ -	Approved - 5/18/20
JHS	National Junior Honor Society Sponsor	\$ 1,000	\$ 1,000	\$ -	
HS	One-Act Play Sponsor	\$ 1,600	\$ 1,600	\$ -	
HS	On-Ramp Teacher	\$ 2,000	\$ 2,000	\$ -	
JHS	Robotics	\$ 500	\$ 500	\$ -	
LHS	Robotics	\$ 2,000	\$ 2,000	\$ -	
HS	Sign-on Bonus, Speech Therapist (one-time payment)	\$ 2,000	\$ 2,000	\$ -	
HS	Skills USA (Auto/Arts/AV programs)	\$ -	\$ 2,000	\$ 2,000	New
District	Special Assignment stipend	\$ 5,000.00	\$ 5,000.00	\$ -	
District	Special Education Bilingual Teacher Signing Bonus (pd over 3 years)	\$ 3,000	\$ 3,000	\$ -	
District	Special Education LSSP and Diagnostitian Signing Bonus (pd over 3 years)	\$ 3,000	\$ 3,000	\$ -	
District	Special Education Teacher Signing Bonus (pd over 3 years)	\$ 3,000	\$ 3,000	\$ -	
District	Special Olympic Advisor (IDEA)	\$ 500	\$ 500	\$ -	
HS	Student Council Advisor	\$ 1,500	\$ 1,500	\$ -	
JHS	Student Council Advisor	\$ 1,500	\$ 1,500	\$ -	
District	Summer Curriculum work (3 days)	\$ 500	\$ 500	\$ -	
Elementaries	Summer School Principal, Bilingual	\$ 4,800	\$ 4,800	\$ -	
Elementaries	Summer School Principal, SSI	\$ 3,500	\$ 3,500	\$ -	
Secondary	Summer School Principal, SSI & EOC	\$ 3,500	\$ 3,500	\$ -	
District	Summer teacher choice presenter	\$ 250	\$ 250	\$ -	

## 2020-2021 Master Stipend List

Campus	Stipend	19-20 Proposed Stipend	20-21 Proposed Stipend	Change	Notes
HS	TAFE (TX Asso. of Future Educ.) Sponsor	\$ 2,000	\$ 2,000	\$ -	
JHS	TAFE (TX Asso. of Future Educ.) Sponsor	\$ 1,500	\$ 1,500	\$ -	
HS	Tech Theater	\$ -	\$ 1,600	\$ 1,600	Approved - 5/18/20
HS	Tech Student Assoc	\$ -	\$ 2,000	\$ 2,000	New
District	Technology, Superintendent	\$ 1,200	\$ 1,200	\$ -	
HS	Texas Public Services Assoc.	\$ -	\$ 2,000	\$ 2,000	New
HS	Theater Arts Advisor	\$ 3,000	\$ 3,000	\$ -	
JHS	Theater Arts Advisor	\$ 800	\$ 800	\$ -	
District	Transportation, Superintendent	\$ 3,000	\$ 3,000	\$ -	
HS	UIL Academic Coordinator	\$ 1,600	\$ 1,600	\$ -	
JHS	UIL Academic Coordinator	\$ 1,250	\$ 1,250	\$ -	
HS	UIL Journalism/Mathmatics	\$ 1,200	\$ 1,200	\$ -	
HS/JHS	UIL Subject Area Coach	\$ 600	\$ 600	\$ -	
HS/JHS	Yearbook Editor	\$ 2,000	\$ 2,000	\$ -	

## 2020-2021 Master Stipend List

Campus	Stipend	19-20 Proposed Stipend	20-21 Proposed Stipend	Change	Notes
<b>Athletics</b>					
<b>** Moving towards stipend only system for Athletics with new hires.</b>					
<b>* New hires will only earn the stipend</b>					
HS	Athletic Trainer	7,000	7,000	\$ -	
HS	Baseball, Asst.	3,800	3,800	\$ -	
HS	Baseball, Head	6,500	6,500	\$ -	
HS	Baseball, JV/Fresh	3,500	3,500	\$ -	
HS	Basketball, Asst .	3,800	3,800	\$ -	
HS	Basketball, A & B team	3,500	3,500	\$ -	
HS	Basketball, Fresh	3,500	3,500	\$ -	
HS	Basketball, Head	6,500	6,500	\$ -	
HS	Coordinator, Girls or Boys	5,000	5,000	\$ -	
HS	Cross Country, Asst	3,500	3,500	\$ -	
HS	Cross Country, Head	5,000	5,000	\$ -	
HS	Football, Asst Head	8,000	8,000	\$ -	
HS	Football, Fresh	5,500	5,500	\$ -	
HS	Football, Fresh Coord	5,500	5,500	\$ -	
HS	Football, JV/Var Asst	6,500	6,500	\$ -	
HS	Football, Off/Def Coordinator	8,000	8,000	\$ -	
HS	Golf, Asst. (Season overlap)	3,000	3,000	\$ -	
HS	Golf, Asst. (Season overlap)	1,500	1,500	\$ -	
HS	Golf, Head	5,500	5,500	\$ -	
HS	PE Coordinator	900	1,200	\$ 300	Increase
HS	Powerlifting	4,000	4,000	\$ -	
HS	Soccer, Asst	3,500	3,500	\$ -	
HS	Soccer, Co-Head	3,000	3,000	\$ -	
HS	Soccer, Head	6,000	6,000	\$ -	
HS	Softball, Asst	3,800	3,800	\$ -	
HS	Softball, Head	6,500	6,500	\$ -	
HS	Softball, JV	3,500	3,500	\$ -	
HS	Supervisor, Equipment	2,000	2,000	\$ -	
HS	Tennis, Asst.	3,800	3,800	\$ -	
HS	Tennis, Head	6,000	6,000	\$ -	
HS	Track, Asst.	3,500	3,500	\$ -	
HS	Track, Head	5,500	5,500	\$ -	
HS	Volleyball, A & B teams	4,500	4,500	\$ -	
HS	Volleyball, Asst.	3,500	3,500	\$ -	
HS	Volleyball, Head	6,500	6,500	\$ -	
JHS	Athletic Trainer	3,500	3,500	\$ -	
JHS	Basketball, Asst.	2,000	2,000	\$ -	
JHS	Coordinator, Boys, Girls	1,600	1,600	\$ -	

**2020-2021 Master Stipend List**

<b>Campus</b>	<b>Stipend</b>	<b>19-20 Proposed Stipend</b>	<b>20-21 Proposed Stipend</b>	<b>Change</b>	<b>Notes</b>
JHS	Cross Country	1,800	1,800	\$ -	
JHS	Football, Asst.	2,500	2,500	\$ -	
JHS	Football, Supervisory	1,000	1,000	\$ -	
JHS	Golf	1,800	1,800	\$ -	
JHS	Soccer	1,800	1,800	\$ -	
JHS	Tennis	1,800	1,800	\$ -	
JHS	Track	1,800	1,800	\$ -	
JHS	Volleyball	2,500	2,500	\$ -	

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

---

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
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AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

AGREEMENT BETWEEN  
LOCKHART INDEPENDENT SCHOOL DISTRICT &  
COMMUNITIES IN SCHOOLS of CENTRAL TEXAS

This AGREEMENT for services is entered into this \_\_\_\_ day of \_\_\_\_\_, 2020, by and between the Lockhart ISD and Communities In Schools of Central Texas, a non-profit corporation.

Lockhart ISD (ISD) desires to engage Communities In Schools of Central Texas (CIS) to render certain social services within the ISD and CIS desires to perform certain social services within the ISD.

I. Scope of Services

**CIS will provide to the ISD during the term of the contract the following:**

1. Campus Staff. CIS will provide each designated campus with a full-time social service professional (i.e., Program Manager). CIS may provide, as available, additional staff, such as, AmeriCorps members, caseworkers, university interns, and volunteer tutors and mentors. CIS will assign a Program Manager chosen with the input of the appropriate school principal (or designee) to the following ISD campuses: Alma Brewer Strawn Elementary, Lockhart Junior High School, and Lockhart High School
2. Supervision of Campus Staff. CIS administrative staff will be responsible for the supervision of CIS staff, interns and volunteers serving each campus. Issues regarding the performance of CIS staff, interns and volunteers will be handled by the CIS administration with input from campus principal.
3. Campus Service Delivery Plans. The CIS Program Manager and ISD campus staff will jointly develop a program plan that describes the needs of students, services and school to be provided by CIS on each campus. This program plan will be updated each year and can be included as part of the Campus Improvement Plan.
4. CIS Services. As outlined in the campus service plans, CIS will provide an array of social services to assist students who have high absenteeism, poor academic performance, or who demonstrate delinquent conduct and social service needs. CIS services may include:
  - assistance in identifying students who need support services to improve their attendance, achievement or behavior;
  - involvement in campus student assistance programs, work groups, etc. as assigned by the appropriate school administrator;
  - assistance in developing and monitoring student support service plans;
  - individual, group and family counseling;
  - crisis intervention, mediation, de-escalation services
  - case management, monitoring, and related support and follow-up services;
  - parental involvement activities, such as: parent training sessions, home visits, student/parent activities, parent conferences;
  - referrals to other agencies and assistance in connecting the school with services provided by other community resources;
  - enrichment activities, such as, field trips, after school clubs, attendance incentives;
  - pre-employment skills training, such as, career days and school-to-career activities;
  - student advocacy;
  - support of school-wide activities
  - summer programming
  - special programs on select campus, (e.g. XY Zone, Pebble Project, AmeriCorps);
  - other program or services as deemed appropriate and jointly agreed upon by CIS and ISD.

5. Reporting to ISD. CIS will provide campus and district wide reports within sixty (60) days of the end of the summer semester. These reports will indicate the number of students receiving services described in each campus program plan, demographic information of students served, and information about the behavior, attendance, and academic achievement of the students served.
6. CIS will abide by all applicable federal, state and local laws and regulations.
7. CIS may request to move or leave a specific ISD campus due to a significant loss of funding from ISD or non-ISD sources, a significant change in demographics or decline in the percentage of students considered at-risk on a specific ISD campus, or other persistent factors that negatively impact CIS' ability to effectively deliver services.

**The ISD will provide to CIS at each service location during the term of the contract the following:**

1. Adequate confidential space to house the CIS staff and program
2. CIS staff will be considered to be performing an institutional service or function of the ISD for which it would otherwise use ISD employees at all times CIS is performing its duties under this Agreement. CIS will be permitted access to personally identifiable information subject to FERPA (20 U.S.C. § 1232g). CIS agrees to be under the direct control of the ISD and to be bound by the requirements of 34 C.F.R. 99.33 in reviewing and disclosing any personally identifiable student information.
3. Use of campus copier
4. Phone line and internet access
5. Input regarding CIS personnel who are stationed on the campus(s)
6. Assistance to CIS in collecting data on student attendance, behavior and achievement as necessary to complete reports required in this Agreement. Attached Exhibit A Data Collection Elements
7. Inclusion of CIS in the District Improvement Plan and Campus Improvement Plan(s)

II. Time of Performance

This AGREEMENT shall be for a term of twelve months, commencing on September 1, 2020 and continuing through August 31, 2021.

III. Compensation and Method of Payment

For consideration for the services to be performed by CIS under this AGREEMENT, the ISD shall pay to CIS \$ 129,000. Payment of \$64,500 shall be due and payable upon the execution of this Agreement. Balance of \$64,500 shall be due and payable on February 1, 2021.

IV. Additional Terms

1. Termination for Cause. Either party may terminate this Agreement if the other party is in breach of this Agreement. If a party ("First Party") believes the other party ("Second Party") is in breach of this Agreement, the First Party shall notify the Second Party in writing of the breach and the Second Party shall have thirty (30) days to cure the breach. If the breach is not cured within the thirty (30) day period, the First Party may terminate this Agreement after providing five (5) days written notice. Provided, however, that nothing herein shall preclude either party from immediately terminating this Agreement to avoid an immediate threat to public health or safety, or for grounds otherwise permitted in this Agreement.

2. Termination for Convenience. ISD may terminate this Agreement without cause by giving thirty (30) days notice of termination to CIS. CIS shall continue to provide services during such thirty day period unless a shorter period is agreed to by both parties. CIS shall be paid for all services performed until the earlier of the date of termination or the date upon which CIS ceases performance of the contract by mutual agreement. Compensation for services shall be at a daily rate of 1/365<sup>th</sup> of the total compensation listed in Article III. In the event CIS has been paid for services not performed, CIS shall return such unearned payments at a daily rate of 1/365<sup>th</sup> of the total compensation listed in Article III within 30 days following the date of termination.

3. ISD Not Liable. ISD shall not be liable to CIS or its employees, agents, invitees, licensees or visitors, or to

any other person for injury to person or damage to property on or about ISD premises caused by any act or omission of CIS, its agents, servants or employees, or of any other person entering upon ISD premises under express or implied invitation by CIS.

4. CIS Not Liable. CIS shall not be liable to ISD or its employees, agents, invitees, licenses or visitors, or to any other person for injury to person or damage to property on or about ISD premises caused by any act or omission of ISD, its agents, servants or employees, or of any other person entering upon ISD premises under express or implied invitation by ISD.

5. Access. CIS may be issued keys to buildings as required for CIS to carry out the terms of this Agreement. If CIS is not issued keys, then ISD personnel must be present to open and close buildings for CIS.

6. CIS's Indemnity. To the extent permitted by law, CIS agrees to indemnify, defend and hold ISD harmless from and against any claims by CIS, its clients, employees, or agents, or causes of action for death or injury to persons, or loss or damage to property arising out of or caused by CIS's maintenance, use, or operation of ISD premises. Such duty to indemnify shall apply without regard to whether the claim shall arise from the negligence of CIS, ISD, or any combination thereof.

7. Representations and Warranties. CIS represents that is a non-profit corporation organized, validly existing, and in good standing under the laws of the State of Texas, and has the power and authority to enter into this Agreement and to fulfill the duties of this Agreement. CIS has obtained all necessary approvals to execute this Agreement and to fulfill the duties specified. This Agreement, as of the Effective Date, will constitute a valid and binding Agreement of CIS, enforceable against CIS in accordance with the terms of this Agreement.

8. Assignment. Neither party shall assign its rights under this Agreement, without the prior written consent of the other party.

9. Notices. Any payment, notice or document required or permitted to be delivered under this Agreement shall be in writing and shall be deemed to be delivered (whether or not actually received) when deposited in the United States mail, with postage prepaid, by certified or registered mail, return receipt requested, addressed to the parties at the respective addresses set out below, or to any other address within the United States as any party may hereafter specify by written notice delivered to the other parties hereto:

To:	Lockhart Independent School District 419 Bois D'Arc Lockhart, TX 78644
Attn:	Kimberly Brents, Deputy Superintendent
To:	Communities In Schools of Central Texas 3000 S. IH-35. Ste 200 Austin, TX 78704
Attn:	Suki Steinhauser, Chief Executive Officer

10. Invalid Provisions. If any provision of the Agreement is held to be illegal, invalid, or unenforceable under present or future laws, that provision shall be fully severable, and this Agreement shall be construed as if the illegal, invalid, or unenforceable provision had never comprised a part of this Agreement, and the remaining provisions of this Agreement shall remain in full force and effect.

11. Entire Agreement. This Agreement, together with any Program and Space Use Plans, embodies the entire agreement and understanding between the parties relating to the After-school Program Services and may not be amended, waived or discharged except by an instrument in writing executed by both ISD and CIS. All prior statements, representations, and negotiations regarding the subject matter of this Agreement are deemed to have been integrated herein.

12. Governing Law and Venue. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Texas. This Agreement shall not be construed more or less favorably with respect to either party.

13. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, representatives, successors, and permitted assigns.

14. No Third Party Beneficiaries. There are no third party beneficiaries to this Agreement, and only ISD and CIS have the right and standing to bring suit to enforce this Agreement.

15. Waiver. The provisions of this Agreement may be waived only by the written agreement of the parties. Delay or omission by either party to exercise any remedy or right accruing on default or breach of the other party does not alter or impair any remedy or right under this Agreement.

16. Relationship of Parties. ISD and CIS agree that this agreement shall create an independent contractor relationship only, and that nothing herein may be construed as creating any general or limited partnership, corporation, joint venture, or other jointly owned or operated business entity of any description.

17. Employees of Parties. Each party shall be solely responsible for hiring, training, supervising, and compensating their respective employees. No employee of either party shall, by reason on this contract, be considered an employee of the other party, as jointly employed, or otherwise eligible for any benefits of employment by the other party.

.1 The parties recognize that employees of CIS may, from time to time, be required to comply with directives from ISD's campus Principal or other administrative personnel. ISD and CIS expressly agree that neither will assert that an employee of the other was at any time acting as a borrowed servant, except pursuant to a separate, written agreement granting to a party a general right of control over an employee of the other party.

.2 Nothing herein may be construed as an attempt by either party to waive or in any restrict the application of any common law or statutory immunity available to CIS's employees as professional school employees or school district volunteers.

18. Information Regarding Children with Disabilities. CIS agrees that it will, to the maximum extent permitted by law, share information with ISD regarding children who are eligible or potentially eligible for ISD services pursuant to the Individuals with Disabilities Education Act (20 U.S.C. §§ 1400, et seq.) and/or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794). Such information will be used by ISD solely for purposes of assessing and providing educational services to the student, and all such information will be maintained in confidence in accordance with ISD policies.

19. Employee Conduct. CIS agrees that it will establish standards of employee and/or volunteer conduct in the workplace addressing conduct towards other CIS employees, volunteers, ISD employees, students and members of the public. Such policies shall be not less stringent than those established by the ISD board of trustees in its published policies. CIS may satisfy its obligations under this paragraph by adopting ISD's policies by reference, but shall not thereby be entitled to confer upon CIS's employees any rights as an employee of ISD.

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Mark Estrada, Superintendent of Schools

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Suki Steinhauser, Chief Executive Officer

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Date of Acceptance

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Date of Acceptance

## EXHIBIT A: DATA COLLECTION ELEMENTS

Lockhart ISD (ISD) agrees to provide student data access to the authorized staff of Communities In Schools for the purpose of ongoing monitoring of academic progress of the ISD students enrolled in Communities In Schools programs. The terms of this agreement are in effect as long as the contract for services between ISD and Communities In Schools is in effect or until terminated by one or both parties.

Communities In Schools will be able to generate standard reports of participants' aggregated student information (e.g., average attendance, discipline and academic achievement). ISD will provide Communities In Schools access to the following individual student level data during the term of this agreement at campuses served by Communities In Schools.

- Data Fields - Student First, Middle and Last Name, Student DOB, Student State ID, Guardian Name, Guardian address, Guardian Telephone Number, Campus Name
- Demographics – 11-digit TEA identification number, date of birth, age, gender, ethnicity, grade level, ISD enrollment dates, and types of services received, English Language Learner (ELL) flag, free/reduced lunch status, Special Education Plan, 504 Plan, retained flag, homeless flag, and unaccompanied youth flag.
- Attendance (current and previous school year) – days enrolled, date absent, absence reason and dates tardy.
- At-Risk Status and Identifier
- Grades (current and previous school year) – teacher's names, courses, grades, teacher comments, personal development scores, missing assignments, HS graduation date, HS endorsement track, credits attempted (HS only), credits earned (HS only), class rank (HS only) and cumulative GPA (HS only).
- Discipline (all the years enrolled in the ISD) – dates, reasons, actions and incident location.
- Standardized Test Scores – District, State and National standardized tests (For example – STAAR, American College Testing (ACT) etc.), Student Benchmark Assessment Scores, ISIP, ACT, SAT, TSI, PSAT, and AP Scores and Participation
- Interventions and Services.

Communities In Schools assures that individual student data made available under this agreement is strictly utilized for student tracking, program delivery and reporting to Texas Education Agency. Communities In Schools assures that in all reports and communications, electronic or otherwise, derived from information made available under this agreement, all data shall be de-identified or aggregated in such a way no individual will be identified directly or by deduction. Communities In Schools assures that individual student data will not be released to a third party without a parental consent

Communities In Schools agrees to follow guidelines contained in the Texas Family Code (Chapter 58) and the Family Educational Records Privacy Act, (FERPA) (20 USC § 1232g, et seq.) governing the sharing of student information. Any unauthorized disclosure of confidential student information is a violation of FERPA and shall not be permitted to occur.

Communities In Schools shall provide ISD with a sworn affidavit that saved data in any form, whether physically or electronically saved, have been destroyed at the end of the contract term.

Authorized Signatures:

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Suki Steinhauser, Chief Executive Officer  
Communities In Schools

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Date

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Mark Estrada, Superintendent of Schools  
Lockhart Independent School District

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Date

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

## LJHS Alumni Scholarship Application - 4 year College/University

The LJHS Alumni Scholarship program was created for Lockhart High School graduating seniors with the support of Lockhart Junior High School teachers and staff. This non-renewable, one-time scholarship in the amount of \$500 will be awarded to one graduating senior who will attend a four-year institution of higher education during the fall 2020 semester. Funds will be disbursed to the individual upon proof of enrollment after the 12th class day.

The student who applies must have:

- Attended Lockhart Junior High School for all of 6th, 7th, and 8th grade.
- Attended Lockhart High School for all of 9th, 10th, 11th, and 12th grade.
- A minimum GPA of a 90 on a 100 GPA scale as of Fall 2019.
- 20 hours of documented community service hours in the Lockhart Community.
- Completed a FAFSA or TASFA.

Please note that the applicant must submit:

- An official copy of your high school transcript showing class rank and GPA
- An updated 1-page resume (resumes longer than 1 page will not be considered)

Also, please note that the winner of the scholarship must commit to doing a 5 minute presentation to the 6th, 7th, and 8th grade class about their high school experiences during the fall 2020 semester. More information on the presentation will be given to the student who receives the award.

Deadline to submit application: June 22nd, 2020.

Winner will be announced on July 17th, 2020.

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not **tina.knudsen@lockhart.txed.net**? [Switch account](#)

\* Required



Request edit access



# LJHS Alumni Scholarship - Community College

The LJHS Alumni Scholarship program was created for Lockhart High School graduating seniors with the support of Lockhart Junior High School teachers and staff. This non-renewable, one-time scholarship in the amount of \$500 will be awarded to one graduating senior who attends a community college during the fall 2020 semester. Funds will be disbursed to the individual upon proof of enrollment after the 12th class day.

The student who applies must:

- Have attended Lockhart Junior High School for all of 6th, 7th, and 8th grade.
- Have attended Lockhart High School for all of 9th, 10th, 11th, and 12th grade.
- Have a minimum GPA of a 78 on a 100 GPA scale as of fall 2019.
- Have completed a FAFSA or TASFA.
- Be a first-generation college student.

Please note that the applicant must submit:

- An official copy of your high school transcript showing GPA
- An updated 1-page resume (resumes longer than 1 page will not be considered)

Also, please note that the winner of the scholarship must commit to doing a 5 minute presentation to the 6th, 7th, and 8th grade class about their high school experiences during the fall 2020 semester. More information on the presentation will be given to the student who receives the award.

Deadline to submit application: June 22nd, 2020.

Winner will be announced on July 17th, 2020.

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not **tina.knudsen@lockhart.txed.net**? [Switch account](#)

\* Required

 [Request edit access](#)



# LJHS Alumni Scholarship - Pride High School

The LJHS Alumni Scholarship program was created for Pride High School graduating seniors with the support of Lockhart Junior High School teachers and staff. This non-renewable, one-time scholarship in the amount of \$500 will be awarded to one graduating senior who attends a community college during the fall 2020 semester. Funds will be disbursed to the individual upon proof of enrollment after the 12th class day.

The student who applies must have:

- Attended Lockhart Junior High School for all of 6th, 7th, and 8th grade.
- Attended Lockhart High School and/or Pride High School for all of 9th, 10th, 11th, and 12th grade.
- Completed a FAFSA, TASFA, or enlisted in the military.
- A letter of recommendation from a Pride High School teacher emailed directly to Edgar Torres, LJHS Principal.

Please note that the applicant must submit:

- An official copy of your high school transcript showing GPA
- An updated 1-page resume (resumes longer than 1 page will not be considered)

Also, please note that the winner of the scholarship must commit to doing a 5 minute presentation to the 6th, 7th, and 8th grade class about their high school experiences during the fall 2020 semester. More information on the presentation will be given to the student who receives the award.

Deadline to submit application: June 22nd, 2020.

Winner will be announced on July 17th, 2020.

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not **tina.knudsen@lockhart.txed.net**? [Switch account](#)

\* Required

 [Request edit access](#)



# LJHS Alumni Scholarship - Technical School

The LJHS Alumni Scholarship program was created for Lockhart High School graduating seniors with the support of Lockhart Junior High School teachers and staff. This non-renewable, one-time scholarship in the amount of \$500 will be awarded to one graduating senior who attends a technical school during the fall 2020 semester. Funds will be disbursed to the individual upon proof of enrollment after the 12th class day.

The student who applies must have:

- Attended Lockhart Junior High School for all of 6th, 7th, and 8th grade.
- Attended Lockhart High School for all of 9th, 10th, 11th, and 12th grade.
- A minimum GPA of a 90 on a 100 GPA scale as of Fall 2019.
- Completed a FAFSA or TASFA.
- Experience or classes related to the proposed field of study

Please note that the applicant must submit:

- An official copy of your high school transcript showing GPA
- An updated 1-page resume (resumes longer than 1 page will not be considered)

Also, please note that the winner of the scholarship must commit to doing a 5 minute presentation to the 6th, 7th, and 8th grade class about their high school experiences during the fall 2020 semester. More information on the presentation will be given to the student who receives the award.

Deadline to submit application: June 22nd, 2020.

Winner will be announced on July 17th, 2020.

\* Required

1. Email address \*

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2. Student Last Name \*

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# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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# LOCKHART I.S.D. BOARD

## Tax Collection Report

MAY 2020

	May	Prior Months	TOTAL	PRIOR YEAR
2019 Tax Collection	\$388,069.85	\$18,829,900.64	\$19,217,970.49	\$17,260,709.37
2018 & Prior Collection	\$35,995.04	\$698,826.90	\$734,821.94	\$745,470.73
<b>Total Tax Collection =</b>	<b>\$424,064.89</b>	<b>\$19,528,727.54</b>	<b>\$19,952,792.43</b>	<b>\$18,006,180.10</b>

note: Above figures include penalties and interest collected

2019 Original Levy                      \$20,301,002.16

May 31, 2020 Percent of 2019 Tax Collected	93.99%
May 31, 2019 Percent of 2018 Tax Collected	95.11%
May 31, 2018 Percent of 2017 Tax Collected	95.34%
May 31, 2020 - Balance of Delinquent Tax	\$1,392,828.25
May 31, 2019 - Balance of Delinquent Tax	\$1,263,409.75
May 31, 2018 - Balance of Delinquent Tax	\$1,171,855.01

Corrections made to Current Tax Roll                      \$0.00

Corrections made to Delinquent Tax Roll                      \$0.00

**NOTE:**

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$8,740.32

Submitted by:

Shanna Ramzinski

Shanna Ramzinski  
 Chief Appraiser  
 Caldwell County Appraisal District

# Lockhart Independent School District Board of Trustees

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## 2020-2021 List of Vendor Purchases over \$50,000

<b>Vendor:</b>	<b>Est. amount</b>	<b>Description of goods/services</b>
BLUEBONNET TRAILS COMMUNITY MHMR CENTER	\$ 66,000	Contracted mental health services
ESC, REGION 13	\$ 192,500	Professional development and services
FOLLETT SCHOOL SOLUTIONS, INC.	\$ 54,000	Library books and online services
IMAGINATION STATION, INC.	\$ 66,000	Software for students
SKYWARD INC.	\$ 97,000	Software & web hosting services for student & financial data mgmt
TEXAS FLEET FUEL	\$ 400,000	Fuel for buses and other district vehicles
WALMART COMMUNITY BRC	\$ 120,000	Supplies
WALSH GALLEGOS TREVINO	\$ 60,000	Legal services
WELLS FARGO BANK NORTHWEST, N.A. (INSIGHT INVESTMENTS)	\$ 60,000	Lease of computers and technology
WESTERN-BRW PAPER CO, INC	\$ 85,000	Copy paper
Total	\$ 1,200,500	

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

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## DISTRICT GOAL(S) ALIGNMENT:

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# **Lockhart Independent School District**

## **District Improvement Plan**

### **2019-2020 Formative Review with Notes**



# Mission Statement

Lockhart ISD District Goals

Create a collaborative culture of contagious ambition

Expect all staff to embrace growth opportunities

Empower students to seize opportunities to achieve at high levels

## Vision

Building a legacy of excellence.

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# Goal 1: Every student (grades PK-8) will make 1.5 years progress in reading in the 2019-2020 school year.

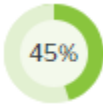


**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades PK-8 will make 1.5 years growth progress in reading.






**Evaluation Data Source(s) 1:** ISIP data, RenLearn data



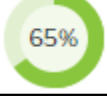





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue Goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Establish monthly Principal Professional Learning Communities meetings that follow cyclical processes to review reading data and develop action steps.</p>	Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors	Principals will support teachers in making adjustments to ensure academic progress in reading for all students.	<p>November</p> 	Principals have participated in 4 Principal PLCs. The PLCs started with discussing their campus PLC process and the last 3 PLCs have covered campus data that they present to the other principals and then discuss what is going well and an area they need support in. District administration has visited campus PLCs and observed the PLC process at the campus level.
			<p>January</p> 	Principals have participated in 6 Principal PLCs. The PLCs have included time to look at campus data, time to plan and collaborate with fellow principals on what each campus is doing along with coordinating teacher visits. There has also been time allotted for looking at teacher walk through data and practicing coaching conferences in groups with feedback from principal peers being given.
			<p>March</p> 	Principals have participated in 8 Principal PLCs. The PLCs have included time to look at campus data, time to plan and collaborate with fellow principals on what each campus is doing along with coordinating teacher visits. There has also been time allotted for looking at teacher walk through data and practicing coaching conferences in groups with feedback from principal peers being given.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	Principal PLCs continued virtually this Spring. We met for one hour a week throughout the COVID Distance Learning time to update on TEA regulations and plan for closing out the year.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            2) Principals will share quarterly the intervention and enrichment plan for each tiered level of support (1,2,3) that demonstrates student growth on targeted skills. This plan will include Response to Intervention (RtI) teachers and Gifted/Talented teachers.</p>	Assistant Superintendent of Curriculum, Instruction Directors	All students will show growth in reading skills during enrichment and intervention time.	November 	Streamlined form has been created to track intervention and enrichment plan. The form will be adjusted from its implementation in fall semester.
			January 	Clear Fork Elementary RtI 's form indicates that 80% of the students met their focused goal during Intervention/Enrichment time by the end of Jan. ABS ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate in English. ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in Spanish. BBE ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as Moderate and Tier 1 as Moderate in English. Navarro ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate in English. ISIP data indicates rate of improvement for Tier 3 as Moderate, Tier 2 as Moderate and Tier 1 as Low in Spanish. PCE ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in English. ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in Spanish.
			March 	CFE ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate ABS ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate in English. ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in Spanish. BBE ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate in English.. ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in Spanish. Navarro ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as Moderate in English. ISIP data indicates rate of improvement for Tier 3 as Moderate, Tier 2 as High and Tier 1 as Low in Spanish. PCE ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in English. ISIP data indicates rate of improvement for Tier 3 as High, Tier 2 as High and Tier 1 as High in Spanish.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>

			<p>June</p> 	Intervention was modified with Distance Learning. There was not sufficient data to review the effects in the last quarter.
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p>	Assistant Superintendent of Curriculum and Instruction, Directors	Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of critical writing.	<p>November</p> 	Fundamental 5 walk through percentages from Sept. 3rd to Nov. 19th indicated Lesson Framing at 81%, Power Zone at 75%, Small Group Purposeful Talk at 16%, Recognition and Reinforcement at 38% and Critical Writing at 31%.
			<p>January</p> 	Fundamental 5 walk through percentages from Sept. 3rd to Jan. 31st indicated Lesson Framing at 82%, Power Zone at 76%, Small Group Purposeful Talk at 17%, Recognition and Reinforcement at 38% and Critical Writing at 30%. For Lesson Framing, only one of 7 campuses hit the Great! target of 95%, 3 of 7 hit the Good! target. For Power Zone, 6 of 7 met Great target. For FSGPT 4 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 3 of 7 campuses met the Great target and 4 of 7 met the Good target. Overall, the district met the Great target on Power Zone and Critical Writing and the Good target on R&R. Focus needs to be on Lesson Framing and FSGPT.
			<p>March</p> 	Fundamental 5 walk through percentages from Sept. 3rd to March 13th indicated Lesson Framing at 82%, Power Zone at 76%, Small Group Purposeful Talk at 17%, Recognition and Reinforcement at 38% and Critical Writing at 30%. For Lesson Framing, only one of 7 campuses hit the Great! target of 95%, 2 of 7 hit the Good! target. For Power Zone, 6 of 7 met Great target. For FSGPT 4 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 2 of 7 campuses met the Great target and 4 of 7 met the Good target. Overall, the district met the Great target on Power Zone and Critical Writing and the Good target on R&R. Focus needs to be on Lesson Framing and FSGPT.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
<p>June</p> 	There was no data to report as Distance Learning did not allow for Powerwalks.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>4) In grades PK-8, students will utilize a computer adaptive learning software called Istation (PK-5) and Ren Learning (6-8).</p>	<p>Assistant Superintendent of Curriculum and Instruction, Directors</p>	<p>Monitoring of growth rate in reading will be done monthly to determine if students are on pace for 1.5 years progress.</p>	<p>November</p> 	<p>These are the percentages of students on track to make 1.5 years growth based on Istation data and Star Ren for November testing: District Elementary 68% ABS 61% BBE 67% Carver 72% CFE 70% Navarro 67% PCE 72% LJH 35%</p>
			<p>January</p> 	<p>These are the percentages of students on track to make 1.5 years growth based on Istation data and Star Ren for January testing: District Elementary 76% ABS 72% BBE 71% Carver 81% CFE 74% Navarro 74% PCE 88% LJH 41%</p>
			<p>March</p> 	<p>These are the percentages of students on track to make 1.5 years growth based on Istation data and Star Ren for March testing: District Elementary 77% ABS 74% BBE 72% Carver 81% CFE 71% Navarro 73% PCE 90% LJH 41%</p>
			<p><b>Summative Evaluation</b></p>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
<p>June</p> 	<p>Students continued using Istation however the data was insufficient to measure its effect during the last quarter.</p>			
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>				

## Goal 2: Every student (grades PK-8) will make 1.5 years of progress in math in the 2019-2020 school year.

**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades PK-8 will make 1.5 years growth progress in math.





**Evaluation Data Source(s) 1:** Istation Math (PK), Dreambox (K-1), RenLearn Math (grades 2-12)

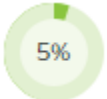

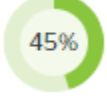





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue Goal

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) In grades 2-5, students will utilize Reflex Math to accelerate automaticity in math.</p>	Assistant Superintendent of Curriculum and Instruction, and Instruction Directors	Campuses will achieve 80% fluency by the end of the 19-20 school year.	November	In grades 2-5 we have 1,821 active students on Reflex Math. Students have had an average fluency gain of 78 facts. Students in 2nd 5th grade have gone from a starting fluency or 30.2% to 61.3% fluency in math fact automaticity. We have moved from 1270 students to 557 students below 50% fluency. We also have moved from 147 students to 556 students above 80% fluency.
			January	In grades 2-5 we have 1,857 active students on Reflex Math. Students have had an average fluency gain of 99 facts. Students in 2nd 5th grade have gone from a starting fluency or 27.3% to 67.7% fluency in math fact automaticity. We have moved from 1381 students to 399 students below 50% fluency. We also have moved from 112 students to 727 students above 80% fluency.
			March	In grades 2-5 we have 1,867 active students on Reflex Math. Students have had an average fluency gain of 107 facts. Students in 2nd 5th grade have gone from a starting fluency or 27.3% to 70.4% fluency in math fact automaticity. We have moved from 1381 students to 320 students below 50% fluency. We also have moved from 112 students to 809 students above 80% fluency.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revised for next school year. (Note: Students continued using Reflex however the data was insufficient to measure its effect during the last quarter. )

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p>	Assistant Superintendent of Curriculum and Instruction, and Instruction Directors	Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of critical writing.	November	Fundamental 5 walk through percentages from Sept. 3rd to Nov. 19th indicated Lesson Framing at 82%, Power Zone at 74%, Small Group Purposeful Talk at 15%, Recognition and Reinforcement at 36% and Critical Writing at 12%.
			January	Fundamental 5 walk through percentages from Sept. 3rd to Jan. 31st indicated Lesson Framing at 83%, Power Zone at 75%, Small Group Purposeful Talk at 16%, Recognition and Reinforcement at 37% and Critical Writing at 12%. For Lesson Framing, only 2 of 7 campuses hit the Great! target of 95%, 3 of 7 hit the Good! target. For Power Zone, 4 of 7 met Great target 2 of 7 met the Good target. For FSGPT 3 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 1 of 7 campuses met the Great target and 2 of 7 met the Good target. Overall, the district met the Great target on Power Zone and the Good target on R&R. Focus needs to be on Lesson Framing and FSGPT.
			March	Fundamental 5 walk through percentages from Sept. 3rd to March 13th indicated Lesson Framing at 83%, Power Zone at 76%, Small Group Purposeful Talk at 16%, Recognition and Reinforcement at 38% and Critical Writing at 13%. For Lesson Framing, only 2 of 7 campuses hit the Great! target of 95%, 3 of 7 hit the Good! target. For Power Zone, 5 of 7 met Great target 1 of 7 met the Good target. For FSGPT 3 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 1 of 7 campuses met the Great target and 2 of 7 met the Good target. Overall, the district met the Great target on Power Zone and the Good target on R&R and Lesson Frame. Focus needs to be on FSGPT and Critical Writing.
			<b>Summative Evaluation</b>	
			June	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revisted for next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Establish monthly Principal Professional Learning Communities meetings that follow cyclical processes to review math data and develop action steps.</p>	Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors	Principals will support teachers in making adjustments to ensure academic progress in math for all students.	November	Three monthly PLC Principal Meetings have been held with focus on professional learning communities, data and sharing of instructional practices. Meeting format is continually adjusted to meet the learning needs of the Principals.	
				Principals have participated in 6 Principal PLCs. The PLCs have included time to look at campus data, time to plan and collaborate with fellow principals on what each campus is doing along with coordinating teacher visits. There has also been time allotted for looking at teacher walk through data and practicing coaching conferences in groups with feedback from principal peers being given.	
			January		Principals have participated in 8 Principal PLCs. The PLCs have included time to look at campus data, time to plan and collaborate with fellow principals on what each campus is doing along with coordinating teacher visits. There has also been time allotted for looking at teacher walk through data and practicing coaching conferences in groups with feedback from principal peers being given.
			March		Principals have participated in 8 Principal PLCs. The PLCs have included time to look at campus data, time to plan and collaborate with fellow principals on what each campus is doing along with coordinating teacher visits. There has also been time allotted for looking at teacher walk through data and practicing coaching conferences in groups with feedback from principal peers being given.
			<b>Summative Evaluation</b>		
			Month	Notes & Next Steps Recommendations	
June	Principal PLCs continued virtually this Spring. We met for one hour a week throughout the COVID Distance Learning time to update on TEA regulations and plan for closing out the year.				
					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) In grades 6-8, students will use Dreambox	Assistant Superintendent of Curriculum and Instruction, and Instruction Directors		November	 K/1 Math progress towards 1.5 growth in math for the month of November: ABS 27% BBE 27% CFE 31% Nav 25% PCE 42% Grades 2-EOC Math progress towards 1.5 growth in math for the month of November: ABS 50% BBE 50% CFE 53% Nav 48% PCE 61% LJH 36% LHS 31%
			January	 K/1 Math progress towards 1.5 growth in math for the month of January: ABS 28% BBE 22% CFE 26% Nav 25% PCE 35% Grades 2-EOC Math progress towards 1.5 growth in math for the month of January: ABS 49% BBE 51% CFE 44% Nav 43% PCE 56% LJH 28% LHS 21%
			March	 K/1 Math progress towards 1.5 growth in math for the month of January: ABS 28% BBE 22% CFE 26% Nav 25% PCE 35% Grades 2-EOC Math progress towards 1.5 growth in math for the month of January: ABS 49% BBE 51% CFE 44% Nav 43% PCE 56%
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June	 Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. (Note: Students continued using Dreambox however the data was insufficient to measure its effect during the last quarter). This goal should be continued/revised for next school year.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>				

### Goal 3: For the 2019-2020 school year, all students taking the English II STAAR EOC will meet STAAR progress measure requirements.

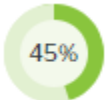

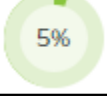

**Performance Objective 1:** At the end of the 2019-2020 school year, 70% of students taking English II STAAR EOC will achieve STAAR progress measure.

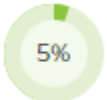

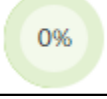

**Evaluation Data Source(s) 1:** STAAR 2020 English II EOC Results

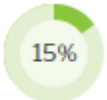

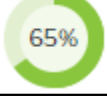

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue the goal with strategy modifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p>	Assistant Superintendent of Curriculum and Instruction, Directors	Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of write critically.	November	LHS ELAR PowerWalk Data as of 12/6/19: Lesson Frame: 75% Power Zone: 49% FSGPT: 14% Recognize & Reinforce: 21% Critical Writing: 56%
			January	ELAR Powerwalk Data as of 1/31/20 Lesson Frame: 75% PowerZone: 43% FSGPT: 1% Recognize & Reinforce: 10% Critical Writing: 48%
			March	ELAR Powerwalk Data as of 1/31/20 Lesson Frame: 41 % PowerZone: 27% FSGPT: 4% Recognize & Reinforce: 7% Critical Writing: 63%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revised for next school year.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>2) Students who will be administered a retest on the English I or English II End of Course exam will use a computer adaptive software called Star Reading to accelerate learning in reading skills. This program will target strengths and weaknesses, prescribe interventions, and monitor student progress in reading.</p>	Assistant Superintendent of Curriculum and Instruction, Directors	Monitoring of growth rate in reading will be done monthly to ensure students are on track to maintain or demonstrate growth from their English I score to their English II EOC score.	November	All targeted students participated in Star Reading assessments. Results monitored monthly. 28% of students were on target to meet goal.
				
			January	22% of students were on target to meet goal
				
			March	25% of students were on target to meet goal
				
<b>Summative Evaluation</b>				
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revised for next school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>3) Lockhart High School and PRIDE High School will continue to implement and introduce new strategies for writing in English II and ELAR intervention classes. Department PLCs will see improvement when reviewing writing samples.</p>	<p>Assistant Superintendent of Curriculum and Instruction, Directors</p>	<p>Proficiency in writing based on campus rubric and EOC English II scores will demonstrate that 70% of all students will be able to maintain or demonstrate progress from their English I EOC efforts.</p>	<p>November</p> 	<p>LHS writing rubrics have been implemented, but no system of data tracking has been established. PHS teachers track writing rubric data and discuss at PLC meetings. 50% of Eng II students have demonstrated growth on writing tasks scores.</p>
			<p>January</p> 	<p>Checkpoint Results: 67% Approaches 50% Meets 15% Masters</p>
			<p>March</p> 	<p>Checkpoint Results: 57% Approaches 40% Meets 7% Masters</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revised for next school year.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) The District will refine common checkpoint assessments by ensuring that they are cumulative and by lengthening the data collection cycle .</p>	Directors, Secondary Instructional coaches, Assistant Superintendent of Curriculum and Instruction	Improve each EOC (approaches, meets, and masters) student achievement levels by 10% points.	November	Checkpoints have been refined and a calendar has been implemented. An analysis of results has not demonstrated improvement.
				
			January	Checkpoint Results: 59% Approaches 17% Meets 5% Masters
				
			March	Checkpoint Results: 63% Approaches 20% Meets 5% Masters
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/ revised for next school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Students, teachers, and principals will maintain a self monitoring data reflection sheet or an electronic data binder that details how students are progressing and action steps being taken to intervene when necessary.	Assistant Superintendent of Curriculum and Instruction, Deputy Superintendent, and Principals	Students will be able to self monitor their progress, develop goals and hold themselves accountable for their progress on their English II EOC exams. Teachers and principals will be able to identify strengths and weakness of students and host data conversations. 90% of all students will be able to maintain or demonstrate progress from their English I EOC efforts.	November	LHS teachers are not using data progress monitoring templates with students. PHS teachers use weekly goal setting meetings to discuss data with students.
			January	LHS teachers are not using data progress monitoring templates with students. PHS teachers use weekly goal setting meetings to discuss data with students.
			March	LHS teachers are not using data progress monitoring templates with students. PHS teachers use weekly goal setting meetings to discuss data with students.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	Lack of a consistent monitoring system and mid year leadership turnover inhibited full implementation of this strategy at LHS.




**Goal 4: For the 2019-2020 school year, the EL and SPED student groups in the Closing the Gaps domain will meet or exceeds the state targets.**


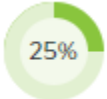







**Performance Objective 1:** For the 2019-2020 school year, the EL and SPED student groups in the Closing the Gaps domain will increase by 10 percentage points in reading and math.

**Evaluation Data Source(s) 1:** STAAR scores, Checkpoints, Interim assessments, Principal monthly disaggregated data, TELPAS data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue Goal with Strategy Modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>Equity Plan Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            1) Establish monthly Principal Professional Learning Communities meetings that follow cyclical processes to review disaggregated reading and math data for EL and SPED focus groups and develop action steps.</p>	Assistant Superintendent of Curriculum & Instruction, Directors	Principals will support teachers in making adjustments to ensure academic progress in reading and math for students identified as EL and SPED.	November 	Principals have participated in 4 Principal PLCs. The PLCs started with discussing their campus PLC process and the last 3 PLCs have covered campus data that they present to the other principals and then discuss what is going well and an area they need support in. District administration has visited campus PLCs and observed the PLC process at the campus level. There were increases and decreases from last year's STAAR data to the first two checkpoints for the 2019-2020 school year.. For math, both EL and SPED performance on checkpoints shows positive progress. For reading, these subgroups have either maintained or decreased on the first two checkpoints. At each campus, data for students who are identified as EL and SPED is being analyzed and students are receiving appropriate interventions. District staff will continue to monitor and provide instructional support.
			January 	Principals have participated in 6 Principal PLCs. There continues to be increases and decreases from last year's STAAR data to the first benchmarks for the 4th grade writing and 5th grade reading and math. For math, both EL and SPED performance on benchmarks shows positive progress. For reading, these subgroups have either maintained or increased. For grades 3-8 math, both EL and SPED data shows consistent increases as compared to the same cohort of students last year. For grades 3-8 reading, progress was inconsistent among the grade levels. In some cases, like grades 4 and 7 both sub groups showed increases from previous years performance. In other cases, like grade 8 reading there were decreases from previous years data. At each campus, data for students who are identified as EL and SPED is being analyzed and students are receiving appropriate interventions. District staff will continue to monitor and provide instructional support.
			March 	Principals have participated in 8 Principal PLCs. For grades 3-8 math, both EL and SPED data maintains consistent increases as compared to the same cohort of students last year. For grades 3-8 reading, progress continues to be inconsistent among the grade levels. At each campus, data for students who are identified as EL and SPED is being analyzed and students are receiving appropriate interventions. District staff will continue to monitor and provide instructional support.
			<b>Summative Evaluation</b>	
<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>			





			<p>June</p> 	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revise for next school year.
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>2) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction of teachers of students identified as EL and SPED focus group.</p>	<p>Assistant superintendent of curriculum and instruction, Directors</p>	<p>Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of critical writing .</p>	<p>November</p> 	Fundamental 5 walk through percentages from Sept. 3rd to Nov. 19th indicated Lesson Framing at 81%, Power Zone at 75%, Small Group Purposeful Talk at 16%, Recognition and Reinforcement at 38% and Critical Writing at 31%. All teachers are involved in coaching cycles at the campus level.
			<p>January</p> 	Fundamental 5 walk through percentages from Sept. 3rd to Jan. 31st indicated Lesson Framing at 82%, Power Zone at 76%, Small Group Purposeful Talk at 17%, Recognition and Reinforcement at 38% and Critical Writing at 30%. For Lesson Framing, only one of 7 campuses hit the Great! target of 95%, 3 of 7 hit the Good! target. For Power Zone, 6 of 7 met Great target. For FSGPT 4 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 3 of 7 campuses met the Great target and 4 of 7 met the Good target. Overall, the district met the Great target on Power Zone and Critical Writing and the Good target on R&R. Focus needs to be on Lesson Framing and FSGPT.
			<p>March</p> 	Fundamental 5 walk through percentages from Sept. 3rd to March 13th indicated Lesson Framing at 82%, Power Zone at 76%, Small Group Purposeful Talk at 17%, Recognition and Reinforcement at 38% and Critical Writing at 30%. For Lesson Framing, only one of 7 campuses hit the Great! target of 95%, 2 of 7 hit the Good! target. For Power Zone, 6 of 7 met Great target. For FSGPT 4 of 7 met the Good target. For R&R, 4 of 7 campuses met the Great target, 2 of 7 met the Good target. For Critical Writing, 2 of 7 campuses met the Great target and 4 of 7 met the Good target. Overall, the district met the Great target on Power Zone and Critical Writing and the Good target on R&R. Focus needs to be on Lesson Framing and FSGPT.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
<p>June</p> 	Data was not collected past March 13, 2020 due to COVID 19 school closures and move to virtual learning, therefore remains the same as March review. This goal should be continued/revise for next school year.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





## Goal 5: Lockhart ISD will recruit, hire, develop and retain highly qualified faculty and staff to improve student academic performance.





**Performance Objective 1:** Decrease staff turnover rate by 10% for the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Teacher turnover data





### Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Implement a new to the profession induction program that is supported by both district and campus administration. Activities such as new teacher tailgate, 6 full day meetings a year, and training for new to the profession mentors.</p>	<p>Deputy Superintendent, Director of Elementary and Secondary, Campus Principals, Campus Assistant Principals.</p>	<p>Increase in new to the district teacher retention for the 2019-2020 school year by 25%.</p>	<p>November</p> 	<p>New staff tailgate was held on September 6, 2019. New to the profession teachers have participated in 4 out of 6 full day professional development sessions.</p>
			<p>January</p> 	<p>January 17th new to the profession teachers for the newly hired staff for the second semester. As well, held the 5th new to the profession meeting on January 30th.</p>
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>Held the final meeting and celebration for new to the profession staff on May 13th. There were 47 new to the profession teachers during the 2019-2020 school year. Eight of those teachers have left the district which brings the turnover rate for new to the profession teachers to 17.02%. This is compared to the turnover rate for new to the profession teachers during the 2018-2019 school year was 32.26%.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>2) Implement stay interviews after the first 45 days and 130 days to determine satisfaction of new employees.</p>	<p>Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction HR Director</p>	<p>Decrease teacher turnover for the 2019-2020 school year by 10%.</p> <p>Increase administrative leadership to positively impact staff retention and student achievement. Highlight any internal deficiencies that need to be improved in orientating new employees and therefore impacting retention and employee morale.</p>	November	Stay interviews were completed at the 45 day mark for all new employees. Results were reviewed with campus principals, HR, and deputy superintendent.
				
			January	
				
			March	
				
			<b>Summative Evaluation</b>	
<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>			
June				
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>3) Provide staff development opportunities to increase staff knowledge, skills, and abilities. Opportunities to include: PLC training, Todd Whitaker professional development, EduHero, attendance at conferences, safety and security, and social and emotional learning.</p>	<p>Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Operations and Technology, Executive Director of Student Programs.</p>	<p>Decrease teacher turnover for the 2019-2020 school year by 10%.</p>	<p>November</p> 	<p>Todd Whitaker presented to all staff on morning of October 14th and for district leaders the afternoon of October 14th. All staff have completed online EduHero training. All staff have participated in CRASE training and currently tourniquet training is ongoing.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>4) Implement a staff engagement survey to be given in January of 2020 to identify areas of concern by district employees. Highlight any internal areas of concern/improvement therefore impacting teacher retention and morale.</p>	Deputy Superintendent and Director of Human Resources	Decrease teacher turnover for the 2019-2020 school year by 10%.	November	Coming in January however, a climate survey was given to staff by Holdsworth. Results have been analyzed by district administration. This survey and the results of the annual staff engagement survey will be presented to the staff in late March or early April.
			January	
			March	Staff engagement survey was administered in February 2020 and results reviewed by district administration and individual campus administrations.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	As of June 16, 2020, the teacher turnover rate for Lockhart ISD for the 2019-2020 school year is 12.47%. Compared to the 2018-2019 school where the turnover rate was at 23.02%.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>5) All employees that leave the district with a mutual separation will receive an exit survey within 30 days of the last day of employment.</p>	Human Resources Director	Reasons employees are choosing to separate from the district.	November	HR is continuing to provide exit surveys to staff to gather information on the reasons for separation.
				
			January	HR is continuing to provide exit surveys to staff to gather information on the reasons for separation.
				
			March	HR is continuing to provide exit surveys to staff to gather information on the reasons for separation.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	Exit survey data reviewed by district administration and campus administrators.
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 6) The Superintendent and Board President will hold two staff forums during the school year to allow for open ended dialogue to foster understanding and reveal opportunities for improvement.	Superintendent, Deputy Superintendent	Decrease teacher turnover for the 2019-2020 school year by 10%.	November 	A staff forum was held on November 20, 62 staff members attended.
			January 	
			March 	Mr. Estrada held monthly youtube staff meetings to update employees as information evolved throughout the COVID-19 closure.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The district received great feedback on not only the November forum, but the meetings held from March through June. Employees communicated that they appreciated Mr. Estrada's transparency during these meetings.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	

**Goal 5:** Lockhart ISD will recruit, hire, develop and retain highly qualified faculty and staff to improve student academic performance.









**Performance Objective 2:** Continue to recruit and hire high quality and fully certified faculty and staff.

**Evaluation Data Source(s) 2:** Talent Ed

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Maintain pay scales within 95% of regional market, continue to monitor the stipend rate as to remain competitive, and review signing bonuses for hard to fill areas.</p>	<p>Chief Financial Officer, Deputy Superintendent, Director of Human Resources</p>	<p>Increase applicant pool of highly qualified applicants by 10%. 100% fill rate of bilingual teachers for the 2020-2021 school year.</p>	<p>November</p> 	<p>As new employees are hired, pay is set based on the TASB pay data to pay within 95% of the market.</p>
			<p>January</p> 	<p>As new employees are hired, pay is set based on the TASB pay data to pay within 95% of the market.</p>
			<p>March</p> 	<p>As new employees are hired, pay is set based on the TASB pay data to pay within 95% of the market.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>2) Continue instructional blocks with Texas State University at Clear Fork Elementary to increase awareness with educational major students on Lockhart ISD.</p>	Human Resources Director	Increase number of student teachers and therefore viable applicants to Lockhart ISD.	November	Lockhart ISD in conjunction with Texas State has applied for a grant o create a year long internship for student teachers at Clear Fork Elementary. This will further support the instructional blocks and potentially increase the teacher pool in hard to fill areas.
			January	Clear Fork and Texas State worked together to submit a grant to create year long student teacher internships.
			March	Clear Fork was accepted into a grant with US Prep and Texas State. This allows for year long student teacher internships for the 2019-2020 school year.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	The district has established a relationship with the bilingual department at Texas State and are hoping to increase our student teacher numbers for the upcoming school year.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Increase the pool of applicants in hard to fill areas of certification by attending job fairs, presenting to teacher preparation programs, and marketing of the District.	Deputy Superintendent, Human Resources Director, and Executive Director of Communications and Community Services.	Increase applicant pool of highly qualified applicants by 10%. 100% fill rate of bilingual teachers for the 2020-2021 school year.	November 	The district has participated in Texas State, University of Texas, and University of Texas at Rio Grande Valley job fairs this fall. We are holding a substitute university on December 12, to encourage applicants from these job fairs to join our substitute team in Lockhart ISD.
			January 	A new webpage was created to highlight videos that have been created through out the year to show the work in Lockhart ISD. New materials and brochures have been ordered to update our recruiting materials. We have registered for the UTSA job fair to add to our list this Spring.
			March 	Due to COVID-19 all in person job fairs were canceled. The District did participate in 5 virtual job fairs this Spring.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				



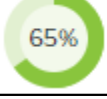

## Goal 6: Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety, and security for all students and staff.

**Performance Objective 1:** For the 2019-2020 school year, LISD will continue to develop and implement the emergency operations plan so that students and staff feel safe at school as noted by an increase in student attendance and staff satisfaction on the staff engagement survey.

**Evaluation Data Source(s) 1:** PEIMS attendance data 2019-2020 staff engagement survey

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Continue to implement and make revisions to the district and campus Emergency Operations Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities.	Deputy Superintendent, Safety Task Force	The EOP for instructional and non-instructional facilities will be current and will practice the plan according to the procedures.	November	Updates to the EOP for the current school year have been completed and additional copies provided to campuses as requested to insure all faculty have access to the district's EOP. All campus/departments have completed their yearly training on the district's EOP.
				
			January	
				
			March	
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	The district EOP is a living document and will continue to be modified as appropriate based on the recommendations of the district safety and security committee.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Safety Task Force meetings will be held at least 4 times per year to continue to evaluate the district's implementation of the district's standard response protocol and respond to safety and security issues as they arise.	Deputy Superintendent	This partnership between the school district and first responders allows us to be proactive and creates a safe and secure learning environment on campuses student attendance by and achievement will increase. Data from the staff engagement survey perceptions in the area of safety security will improve.	November	The safety task force met on September 16, 2019. At this meeting, there was a review of the district's EOP, school guard information was provided, and threat assessment teams were established.
				
			January	
				
			March	The safety task force met on March 11th, to discuss review the infectious disease protocol and develop a response plan.
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June				
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Staff and students will be trained on the Citizen Response to Active Shooter Event (CRASE), ALERT, and the district standard response protocol. Staff and students will continually practice the adopted SRP.	Deputy Superintendent	By creating a safe and secure learning environment on campuses student attendance and achievement will increase. Through surveying the staff areas of concern or improvements can be highlighted and the district react appropriately.  Review data from survey and attendance rates to see correlation between attendance and staff views on safety and security of campuses.	November	All district staff participated in CRASE training on August 13, 2019. All staff received training on proper use of tourniquets.
			100%	
			January	
			100%	
			March	
			100%	
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
June				
100%				


100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue





**Goal 6:** Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety, and security for all students and staff.


**Performance Objective 2:** Increase the number of students receiving social emotional learning supports by 10% for the 2019-2020 school year as compared to the previous school year.

**Evaluation Data Source(s) 2:** Data of students served through the HOGG grant In-class lessons provided by SEL counselor at the junior high and high schools Implementation of 7 Mindsets at all campuses

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) With the approval of a district wide SEL counselor and current counseling staff students at Lockhart High School and Lockhart Junior High will be provided individual and group counseling sessions as well as push in class guidance lessons.	SEL Counselor, Principals, campus counselors, and Deputy Superintendent.	Increase in overall student achievement and a decrease in counseling and discipline referrals.	November	The SEL counselor has started groups at both Lockhart High School and Lockhart Junior High School. As well, school wide seminars on vaping and suicide have been provided to students at both schools. Students are being provided classroom guidance at Lockhart Junior High School on self-regulating behaviors. There is a Parent University planned to provide parents with sessions for support on January 23rd.
			January	Students at Lockhart High School and Lockhart Junior High continue to have both group and individual sessions with the SEL counselor.
			March	A district counseling website was created and a counseling hotline in an effort to be responsive to the COVID-19 closure. Counselors have continued to reach out to students they know have needs, but as well set up a system so that students are able to communicate their needs and counselors are able to respond.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) All the elementary schools, Lockhart Junior High School and Lockhart High School will implement the 7 mindsets curriculum.	SEL Counselor, Deputy Superintendent, campus administration, and campus counselors.	By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.	November	7 Mindset implementation has been completed and all campuses are holding monthly assemblies focusing on a particular mindset for that month.
				
			January	7 Mindset implementation has been completed and all campuses are holding monthly assemblies focusing on a particular mindset for that month.
				
			March	7 Mindset implementation has been completed and all campuses are holding monthly assemblies focusing on a particular mindset for that month at the elementary level. Lockhart High School and Lockhart Junior High School stalled in their implementation of 7 mindsets during the Spring semester.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	The district is committed to moving forward with 7 Mindsets for the coming school year. We will continue to work with school counselors to spearhead the roll out and sustainability of 7 Mindsets at all levels.
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Provide students with appropriate programming in the areas of suicide prevention, conflict resolution, and violence prevention through lunch seminars, class meetings, and group sessions.	SEL Counselor, Principals, campus counselors, and Deputy Superintendent.	By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.	November	The SEL counselor has started groups at both Lockhart High School and Lockhart Junior High School. As well, school wide seminars on vaping and suicide have been provided to students at both schools. Students are being provided classroom guidance at Lockhart Junior High School on self-regulating behaviors.
			January	The SEL counselor have continued groups at both Lockhart High School and Lockhart Junior High School. As well, school wide seminars on vaping and suicide have been provided to students at both schools. Students are being provided classroom guidance at Lockhart Junior High School on self-regulating behaviors.
			March	A district counseling website was created and a counseling hotline in an effort to be responsive to the COVID-19 closure. Counselors have continued to reach out to students they know have needs, but as well set up a system so that students are able to communicate their needs and counselors are able to respond.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	We will continue to find ways to increase SEL supports for students especially in response to the closing of schools since March 2020.
				





**Goal 6:** Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety, and security for all students and staff.

**Performance Objective 3:** Lockhart ISD will increase student attendance from 94.93% to 97% for the 2019-2020 school year.

**Evaluation Data Source(s) 3:** PEIMS Attendance Data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) All campuses will attend the E3 Attendance Summit in August and create a year-long school attendance campaign to focus on the correlation between attendance and student achievement.	Deputy Superintendent and Public Information Officer	<p>Increase attendance, decrease tardies, and increase student achievement.</p> <p>Monitor attendance rates to compare attendance the week before campaign messages are sent versus the week after messages are sent.</p>	November	All campuses attended the summit hosted by E3 on August 5, 2019. Each campus created a yearly attendance campaign that is monitored and adjusted as necessary.
				
			January	Average daily attendance for January 31, 2020, was at 93/94% which is down .02% compared to the previous year.
				
			March	Average daily attendance as of March 13, 2020, was 93.94% which is down .10% compared to the previous school year.
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	Due to Covid-19, the last day that average daily attendance could be calculated was on March 13, 2020. Overall we saw a down tick in our elementary attendance and an uptick in secondary attendance. We will continue and modify this goal for the upcoming school year.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Health services will work strategically with students, parents, and staff on each campus to communicate healthy habits and tips to prevent illnesses based on the dips in attendance data from the previous year.	Deputy Superintendent and Health Services Coordinator	<p>By raising the awareness of healthy habits during times of the year when there are typically spikes in illnesses, we hope to decrease student-to-student spreading of illnesses and increase student attendance.</p> <p>Compare attendance rates based on determined time periods of identified high illness from the 2018-2019 school year to the 2019-2020 school year.</p>	November 	The district health services coordinated works with campuses nurses to insure that all students are up to date on vaccines and required screenings. Information monthly is provided to parents regarding health habits and tips to prevent illness. A hand washing campaign took place on all elementary campuses during the month of October.
			January 	The district health services coordinated works with campuses nurses to insure that all students are up to date on vaccines and required screenings. Information monthly is provided to parents regarding health habits and tips to prevent illness.
			March 	The district health services coordinated works with campuses nurses to insure that all students are up to date on vaccines and required screenings. Information monthly is provided to parents regarding health habits and tips to prevent illness.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to Covid-19, there is incomplete data to support progress on this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Health services will coordinate with E3 Alliance to provide Flu vaccines for all Lockhart ISD students and staff.	Deputy Superintendent and Health Services Coordinator	By insuring every child receives a flu shot the rate of illnesses will decrease and attendance will increase.  Monitor attendance rates from the 2018-2019 school year and the 2019-2020 school year.	November	Flu vaccines were administered for free to students on October 31, 2019. Staff were also provided with free flu shots through Walmart the month of October.
			100%	
			January	
			100%	
			March	
			100%	
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
June				
100%				

= Accomplished
 

 = Continue/Modify
 

 = No Progress
 

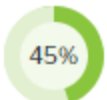



 = Discontinue


**Goal 6:** Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety, and security for all students and staff.

**Performance Objective 4:** 100% adherence to the Student Code of Conduct

**Evaluation Data Source(s) 4:** Skyward data

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Frequently monitor disciplinary information to proactively address student discipline issues and provide necessary training for students and staff in response.	Deputy Superintendent and Campus Administration	Increase in student academic performance, attendance rates for both students and staff, decrease teacher turnover rates.	November	Assistant principals monthly review discipline data at their PLC and provide the data to staff during a faculty meeting in the following weeks.
				
			January	Assistant principals monthly review discipline data at their PLC and provide the data to staff during a faculty meeting in the following weeks.
				
			March	Assistant principals monthly review discipline data at their PLC and provide the data to staff during a faculty meeting in the following weeks.
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	Due to Covid-19, there is incomplete data to support progress on this goal.	
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Ensure students receive appropriate and consistent treatment by reviewing Student Handbooks and implementation of discipline for consistency	Deputy Superintendent and Campus Administration	Increase in student academic performance, attendance rates for both students and staff, decrease teacher turnover rates.	November	During assistant principal PLC's, the student handbook and code of conduct is reviewed along with scenarios to calibrate and maintain consistency in actions across the district.
			January	During assistant principal PLC's, the student handbook and code of conduct is reviewed along with scenarios to calibrate and maintain consistency in actions across the district.
			March	During assistant principal PLC's, the student handbook and code of conduct is reviewed along with scenarios to calibrate and maintain consistency in actions across the district.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Due to Covid-19, there is incomplete data to support progress on this goal.
				





**Goal 6:** Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety, and security for all students and staff.

**Performance Objective 5:** Increase parent and family engagement


**Evaluation Data Source(s) 5:** Sign in sheets from district and campus activities, downloads on the LISD app, and views on social media activity.





**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>            Improve low-performing schools            1) Partner with parents in a variety of manners through parent / teacher grade level meetings, Open House, Orientation Nights, Parents/Teachers serving on Dist. &amp; Campus Councils (DAC, SHAC, CIT, CTE Advisory), Parent Volunteers, etc.</p>	Bilingual/ESL Federal Programs Director	Continue to strengthen relationships between school and parents and increase parents participation in their child's education.	November 	All campuses have monthly parent assemblies and provide information to parents on ways to be involved on each campus. Parents are invited to participate on the DAC and each campus has a CAT. January 23, the district is hosting an event titled Parent University to support parents in a partnership with the school in raising our youth.
			January 	While there was limited attendance to the first annual Parent University, the feedback from attendees was very positive. Campuses did report an increase in parent participation for their scheduled parent events during the second semester.
			March 	Discontinued due to closing of schools in March due to Covid-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to Covid-19, there is incomplete data to support progress on this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>            Improve low-performing schools            2) Continue implementation of a comprehensive district communications plan including District Website, District Facebook, Twitter, other social media, Forums (Roar Report, etc.), School Messenger, Remind 101 Groups / Family Access / etc.</p>	Executive Director of Communications and Community Services and Campus Administration.	Increase in social media metrics.	November 	LISD Facebook page likes have increased from 5,079 on 08.14.19 to 5,398 as of 12.11.19. (+6.3%) LISD Twitter had 508,300 impressions for the 90 day period from 09/01/19 - 11/30/19. This is an increase from last year with 315,100 impressions from 09/01/18 to 11/30/18. (+61%)
			January 	LISD Facebook page likes increased form 5,079 on 8.14.19 to 5,451 as of 2.2.20. (+7.3%) LISD Twitter had 130,000 impressions in January 2020, an increase from last January with 62,800 impressions. (+107%)
			March 	LISD Facebook page likes increased form 5,079 on 8.14.19 to 5,482 as of 3.1.20. (+7.9%) LISD Twitter had 130,000 impressions in January 2020, an increase from last January with 62,800 impressions. (+107%)
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	LISD Facebook page likes have increased from 5,079 on 08.14.19 to 5,765 as of June 16, 2020. (+13.5%) LISD Twitter had 1,144,500 impressions rom 09/01/19 - 6/16/2020. This is an increase from last year with 818,200 impressions from 09/01/18 to 06/30/2020 . (+40%)

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) District will continue providing specific communication routes for our Spanish-Speaking community through meetings and communications in Spanish.	Bilingual/ESL Federal Programs Director, the Executive Director of Communications and Community Services, and Campus Administration.	Continue to strengthen relationships between school and parents and increase parents participation in their child's education.	November	There have been two community meetings at locations in Dale and Lytton Springs in an effort to reach out to our Spanish speaking populations. Both meetings held were in an effort to increase the partnership between school and community and share information about the bond election in November.
			January	Continue to provide all meetings held at the campus level in both English and Spanish. All district and campus communications are sent out in both languages.
			March	Continue to provide all meetings held at the campus level in both English and Spanish. All district and campus communications are sent out in both languages.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Lockhart Independent School District**  
**Alma Brewer Strawn Elementary**  
**2019-2020 Formative Review with Notes**

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# Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in the 2019-2020 school year.





**Performance Objective 1:** During the 2019-2020 school year, 80% of students in grades K-8 will make 1.5 years growth progress in reading.





**Evaluation Data Source(s) 1:** Istation data, checkpoint data, running records data





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Teachers will provide guided reading instruction to students on a weekly basis using leveled literacy library books.</p>	<p>Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>1.5 years of growth in reading as measured and monitored with running records, Istation, and checkpoints.  Increase growth in all performance levels of checkpoints (approaches, meets and masters).</p>	<p>November</p> 	Teachers provide guided reading to students 3-4 times a week as evidence by guided reading walkthroughs conducted by administration. Guided reading instruction is a focus of walkthroughs and reveal teachers are following the district's guidelines for guided reading instruction. As of November 22, 2019, ABS administrators have conducted 643 walkthroughs.
			<p>January</p> 	Teachers provide guided reading to students 3-4 times a week as evidence by guided reading walkthroughs conducted by administration. As of February 12, 2020, ABS administrators have conducted 1077 walkthroughs. 72% of ABS students are currently on track for 1.5 years growth.
			<p>March</p> 	Teachers provide guided reading to students 3-4 times a week as evidence by guided reading walkthroughs conducted by administration. As of March 13, 2020, ABS administrators have conducted 1684 walkthroughs. 74% of ABS students are currently on track for 1.5 years growth. NOTE: This information is reflective of the school year to March 13th due to COVID-19.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	Guided reading is a critical instructional strategy to target specific learning for students as evidenced by 74% of students showing 1.5 years growth by March 13th. Unable to give complete data progress for school year due to COVID-19.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Classroom and intervention support staff will utilize Istation data to target instruction for all students during intervention and enrichment time.</p>	<p>Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>The data gathered from ISIP will better inform decisions made by staff which will result in an increase in individual goal achievement.</p> <p>Priority reports will provide teachers instructional data to use for intervention planning.</p>	<p>November</p> 	Classroom teachers and support staff review Istation data individually, at team meetings, and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. As of November 5, 2019, 61% of ABS students are on track for meeting 1.5 years progress in reading.
			<p>January</p> 	Classroom teachers and support staff review Istation data individually, at team meetings, and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. Students in grades 2-5 meet in WIN time 5 times a week. Students in K-1 meet 4 times a week. As of February 2020, 72% of students are on track for 1.5 years growth.
			<p>March</p> 	Classroom teachers and support staff review Istation data individually, at team meetings, and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. Students in grades 2-5 meet in WIN time 5 times a week. Students in K-1 meet 4 times a week. As of March 13 2020, 74% of students are on track for 1.5 years growth. NOTE: This information is reflective of the school year to March 13th due to COVID-19.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	Intervention/Enrichment was critical to targeting student growth as evidenced by 74% of students growing by 1.5 years and the intervention data documented by tier group at each grade level. Unable to give complete data progress for school year due to COVID-19.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Teachers will meet weekly in Professional Learning Communities to review student work and data, IFDs, and the lesson cycle to make data informed decisions when planning instruction focused on information text.</p>	<p>Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Student work and checkpoints will show an increase in mastery.</p>	<p>November</p> 	Teachers meet weekly in grade level professional learning communities. Each grade level maintains an agenda, meeting minutes, analyzes student work, and collaborates on how formative and summative data will influence instruction to impact student learning.
			<p>January</p> 	Teachers meet weekly in grade level professional learning communities. Each grade level maintains an agenda, meeting minutes, analyzes student work, and collaborates on how formative and summative data will influence instruction to impact student learning. Team leads now lead PLCs weekly with the assistance of administration.
			<p>March</p> 	Classroom teachers continue to meet weekly to review distance learning work. Teachers focus on quality of work, how to provide further intervention and support to students and families. Teachers continue to work closely with the IFD, TRS timeline and TSM plans to provide instruction to students. NOTE: This information is reflective of the school year to March 13th due to COVID-19.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	In alignment with the campus ESF plan, monitoring lesson plans and providing feedback of alignment is best practice and ensures curriculum alignment. Unable to give complete data progress for school year due to COVID-19.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>	<p>Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish</p>	<p>Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically.</p> <p>Coaching cycles will occur for all teachers every 12-15 walkthroughs in order to increase the effectiveness of Tier 1 instruction.</p>	<p>November</p> 	<p>As of November 22, 2019, 630 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 94% use of lesson frames, 78% power zone, 9% frequent small group purposeful talk, 24% recognition and reinforcement, and 10% critical writing.</p>
			<p>January</p> 	<p>As of February 12, 2020, 1029 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 95% use of lesson frames, 79% power zone, 15% frequent small group purposeful talk, 29% recognition and reinforcement, and 12% critical writing.</p>
			<p>March</p> 	<p>As of March 13, 2020, 1578 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 89% use of lesson frames, 80% power zone, 11% frequent small group purposeful talk, 24% recognition and reinforcement, and 12% critical writing. NOTE: This information is reflective of the school year to March 13th due to COVID-19.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>The district instructional framework of the Fundamental Five has supported student learning by 74% of students meeting 1.5 years growth in reading. Unable to give complete data progress for school year due to COVID-19.</p>





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 5) Students will be encouraged to read books and complete and pass at least 1 Accelerated Reader test per week within their ZPD.</p>	<p>Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Librarian, Misty Hinkley (Lead), Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Students reading more will impact student reading growth.  Student names will be displayed on the A/R wall, and classroom displays.  Prizes will be awarded monthly in the classrooms and every nine weeks in school-wide AR celebration.</p>	<p>November</p> 	Students are recognized by having their picture put on the AR wall in the cafeteria and rewarded at the monthly assemblies.
			<p>January</p> 	Students are recognized each month at house assemblies for most words read on the grade level. Classes are rewarded every nine weeks for most words read. Students are individually recognized and rewarded for meeting their monthly goal. 213 students met their January reading goal and were rewarded.
			<p>March</p> 	Students continue to be recognized for their AR reading achievements via social media and video conference calls with the principal, librarian and classroom teacher. Students are encouraged to read and take AR test in on the ABS Monday Message and by their classroom teacher. Since school has not been physically in session, we have recognized three more students who have reached 1,000,000 words read. NOTE: This information is reflective of the school year to March 13th due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	Students embraced the AR challenges this year and achieved more words read this year than last year. (specific amount of words read is not archived from last year) ABS also has four more million word readers than last year. Unable to give complete data progress for school year due to COVID-19.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>6) Strawn will host one literacy events a semester that encourages students to read at home and provide parents with books.</p>	<p>Principal, Analeasa Holmes</p> <p>Assistant Principal, Kassie Parrish</p> <p>RTI Lead Teacher, Daliene Hendon (Lead), Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the literacy nights were a positive experience.</p>	<p>November</p> 	<p>Strawn hosted a "Roll out the red carpet" literacy night on November 12, 2019. This event had the largest attendance of an academic night from the previous school year. Parents received prizes consisting of books, book marks, and fun strategies to help at home in addition to receiving food at the event.</p>
			<p>January</p> 	<p>Strawn hosted a literacy night on December 5, 2019. Parents learned about incorporating science and literacy together and received books to read at home with their child.</p>
			<p>March</p> 	<p>Strawn was unable to host the planned literacy night due to COVID-19.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>Strawn has incredible parent support and interest from the community. with the increased turn out at all events from last year. Unable to give complete data progress for school year due to COVID-19.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Special education teachers will monitor student progress and review data from Istation and checkpoints.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Kassie Parrish, Special Education Teachers, Camille Howe (Lead) and Rosalinda Perez</p>	<p>Principal will monitor student progress to ensure student growth. Special education teachers and classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>	<p>November</p> 	<p>Special education teachers monitor student data with the general education classroom teacher to guide future instruction and growth.</p>
			<p>January</p> 	<p>Special education teachers monitor student data with the general education classroom teacher to guide future instruction and growth. Progress reports are sent home every three weeks to show progression of goals.</p>
			<p>March</p> 	<p>Special education teachers monitor students' istation progress and work by collaborating with the general education teacher and adapting their work for distance learning. Special education teachers collaborate closely with the classroom teacher and student's families to ensure work is appropriate and at level.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Unable to give complete data progress for school year due to COVID-19.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) A committee of Bilingual teachers will meet every six weeks to review student data to include: ISIP, Dream Box, Reflex, running records, student work and checkpoint data.	Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish, RTI Lead Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Improve LPAC committee decisions directly impacting student success.	November	Data is reviewed by grade level and at RTI meetings by all teachers. English learners are being monitored at the campus level and reviewed on the teacher level then discussed at data meetings with administrator.
				
			January	Data is reviewed by grade level and at RTI meetings by all teachers. English learners are being monitored at the campus level and reviewed on the teacher level then discussed at data meetings with administrator.
				
			March	
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Because most of the teachers at Strawn are bilingual, this collaboration happens during PLC. Based on concerns expressed this year from teachers, a focus for campus-based bilingual meetings should focus on the language of instruction and student specific concerns.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>9) 4th and 5th grade students who showed regression in performance will receive additional targeted support.</p> <p>3rd Grade will continue to be monitored for student progress.</p>	<p>Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish</p> <p>District Academic Instructor, Andrea Whatley (Lead)</p>	<p>Students will make progress in checkpoints and STAAR.</p>	<p>November</p> 	<p>The teacher on special assignment pushes into classrooms who have been identified using classroom formative data, checkpoint data, and ISIP data to both coach the teacher and teach in a small group setting.</p>
			<p>January</p> 	<p>The teacher on special assignment pushes into classrooms who have been identified using classroom formative data, checkpoint data, and ISIP data to both coach the teacher and teach in a small group setting.</p>
			<p>March</p> 	<p>Classroom teachers are continuing to follow the campus TSM plan which has targeted instruction based on student needs. Students received support from the beginning of the school year to March 13th due to COVID-19.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Unable to give complete data progress for school year due to COVID-19.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>10) Teachers will receive professional development and coaching in guided reading strategies.</p>	<p>Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish</p> <p>District Academic Instructor, Andrea Whatley (Lead)</p>	<p>The quality of guided reading instruction and questioning will improve, directly impacting student learning and achievement.</p> <p>The quality of questions turned into the campus principal will report an increase in rigor based on questioning rubric.</p>	<p>November</p> 	Teachers have received professional development from the district in guided reading (10/08-10/18) in addition to running records training (10/30 and 11/01). These professional development opportunities have provided teachers the knowledge of how to use their formative data to inform instruction immediately.
			<p>January</p> 	Teachers are conducting guided reading in their classrooms 3-5 times a week. New teachers received continued guided reading support and observations through the new teacher academy.
			<p>March</p> 	Teachers conduct guided reading in the classroom 3-5 times a week. Administration conducted 10 guided reading walkthroughs March 1 - March 13 in grades 3, 4, and 5. Teachers who required additional support in guided reading participated in a coaching cycle with district instructional coaches. Data and guided reading professional development was limited due to school closures as a result of COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	Unable to give complete data progress for school year due to COVID-19.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 11) Teachers will receive professional development on the TEKS Resource System (TRS) components to plan and implement effective instruction.	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	Increase growth in all performance levels (approaches, meets and masters).	November 	Grades 3-5 have received training and time to plan the unit overviews for units of instruction led by an instructional coach. Checkpoint assessment indicate growth in all subject areas for Grade 3 and 5. Grades K-2 have received time to plan the unit overviews and will receive the unit planning overviews in the spring.
			January 	Grades 3-5 have received training and time to plan the unit overviews for units of instruction led by an instructional coach. Checkpoint assessment indicate growth in all subject areas for Grade 3, 4 and 5. Grades K-2 have been given time to plan as a whole grade level during the school day.
			March 	Grade levels received training and planning support from the instructional coaches on TRS and unit planning. All units were planned before school closures due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Checkpoint reading scores indicate growth at all grade levels due in part to this support. Unable to give complete data progress for school year due to COVID-19.
			<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>	





## Goal 2: Every student (grades K-5) will make 1.5 years progress in math in the 2019-2020 school year.





**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years growth progress in math.




**Evaluation Data Source(s) 1:** Renaissance Learning, checkpoint data





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Teacher will engage students in math talks daily.</p>	<p>Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Administration will target walkthroughs for math talks.</p>	<p>November</p> 	<p>Teachers provide math talks daily to students as evidence by walkthroughs conducted by administration. As of November 22, 2019, ABS administrators have conducted 643 walkthroughs.</p>
			<p>January</p> 	<p>Teachers provide math talks daily to students as evidence by walkthroughs conducted by administration. As of February 12, 2020, ABS administrators have conducted 1077 walkthroughs.</p>
			<p>March</p> 	<p>Classroom teachers are continuing with an adjusted format of math talks via distance learning. Students are presented with a math talk problem and are provided with guided questions.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>Teachers and students reported significant gains in student understanding due to math talks and increased participation. Unable to give complete data progress for school year due to COVID-19.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>2) Students will meet recommended weekly usage of Dreambox (15 minutes, 3 times a week).</p>	<p>Principal, Analeasa Holmes</p> <p>Assistant Principal, Kassie Parrish (Lead)</p> <p>RTI Teacher, Daliene Hendon,</p> <p>Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Teachers will review weekly reports to ensure students are meeting their required weekly minutes.</p> <p>Administration will monitor student usage weekly.</p>	<p>November</p> 	Teachers are monitoring the number of lessons completing weekly. Strawn Elementary students are completing 5 lessons each week depending on the associated strengths and needs of that student. Teacher on special assignment monitors campus wide and tracks this information on a shared spreadsheet with administrators.
			<p>January</p> 	Teachers are monitoring the number of lessons completing weekly. Strawn Elementary students are completing 5 lessons each week depending on the associated strengths and needs of that student. Teacher on special assignment monitors campus wide and tracks this information on a shared spreadsheet with administrators.
			<p>March</p> 	Teachers continue to monitor student participation and engagement with Dreambox. Classroom teachers encourage students and reach out to them to complete their weekly lessons. Full student participation was hindered because not all students could participate due to lack of access since school closures occurred due to COVID-19.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	Full implementation was not possible due to school closure and lack of access as a result of COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>3) The campus will follow the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>	<p>Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Further, Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically</p> <p>Coaching cycles will occur for all teachers every 12-15 walkthroughs in order to increase the effectiveness of Tier 1 instruction.</p>	<p>November</p> 	<p>As of November 22, 2019, 630 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 94% use of lesson frames, 78% power zone, 9% frequent small group purposeful talk, 24% recognition and reinforcement, and 10% critical writing.</p>
			<p>January</p> 	<p>As of February 12, 2020, 1029 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 95% use of lesson frames, 79% power zone, 15% frequent small group purposeful talk, 29% recognition and reinforcement, and 12% critical writing.</p>
			<p>March</p> 	<p>As of March 13, 2020, 1578 fundamental five walkthroughs have been conducted by ABS administrators. Fundamental five reports indicate 89% use of lesson frames, 80% power zone, 11% frequent small group purposeful talk, 24% recognition and reinforcement, and 12% critical writing. NOTE: This information is reflective of the school year to March 13th due to COVID-19.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>The district instructional framework of the Fundamental Five has supported student learning by increasing checkpoint scores in grade 3, 4 and 5. Unable to give complete data progress for school year due to COVID-19.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Strawn will host one math event each semester to encourage students to engage in math at home.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Kassie Parrish (Lead) RTI Teacher, Daliene Hendon (Lead), Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<p>Parents will be exposed to a variety of strategies that can be incorporated in the home.  Parent survey will show 70% of parents felt the math nights were a positive experience.</p>	November	Strawn will host a math and science night on December 5, 2019. This event will promote both math and science strategies to use at home and to encourage participation in the classroom.
				
			January	Strawn will host a carnival themed math night on February 27 with stations and prizes for families who attend.
				
			March	Strawn held a math night on February 27th.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	Strawn has incredible parent support and interest from the community. with the increased turn out at all events from last year. Unable to give complete data progress for school year due to COVID-19.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 5) Special education teachers will monitor student progress and review math data and checkpoints.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Kassie Parrish Special Education Teachers, Camille Howe (Lead) and Rosalinda Perez</p>	<p>Special education teachers will monitor their students using the student data profile sheets to include Dreambox, checkpoint, and Renaissance Learning data.</p>	<p>November</p> 	<p>Special education teachers monitor student data with the general education classroom teacher to guide future instruction and growth.</p>
			<p>January</p> 	<p>Special education teachers monitor student data with the general education classroom teacher to guide future instruction and growth.</p>
			<p>March</p> 	<p>Special education teachers monitor students' istation progress and work by collaborating with the general education teacher and adapting their work for distance learning. Special education teachers collaborate closely with the classroom teacher and student's families to ensure work is appropriate and at level.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Unable to give complete data progress for school year due to COVID-19.</p>			





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Teachers will receive professional development on the TEKS Resource System (TRS) components to plan and implement effective instruction.	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	Increase growth in all performance levels (approaches, meets and masters).	November 	Grades 3-5 have received training and time to plan the unit overviews for units of instruction led by an instructional coach. Checkpoint assessment indicate growth in all subject areas for Grade 3 and 5. Grades K-2 have received time to plan the unit overviews and will receive the unit planning overviews in the spring.
			January 	Grades 3-5 have received training and time to plan the unit overviews for units of instruction led by an instructional coach. Checkpoint assessment indicate growth in all subject areas for Grade 3, 4 and 5. Grades K-2 have been given time to plan as a whole grade level during the school day.
			March 	Grade levels received training and planning support from the instructional coaches on TRS and unit planning. All units were planned before school closures due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Checkpoint math scores indicate growth at all grade levels due in part to this support. Unable to give complete data progress for school year due to COVID-19.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





### Goal 3: Every English learner at A.B. Strawn Elementary will make growth in math and reading.

**Performance Objective 1:** 80% of English learners in grades 4-5 will make progress on the math and reading STAAR assessment.

**Evaluation Data Source(s) 1:** STAAR data for math and reading

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Teachers will use multiple student data points to make intentional decision regarding language of instruction. These data points will be kept up to date on the student data profile sheet.</p>	<p>Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, 3-5 Bilingual classroom teachers</p>	<p>Teachers will be able to make data driven decisions that directly impact instruction.  Checkpoint data will show individual student progress due to the alignment in language of instruction and assessment.</p>	<p>November</p> 	Bilingual classroom teachers use a student's assessment history including STAAR, checkpoints, ISIP, TELPAS, Woodcock Munoz language proficiency assessments and current formative data including guided reading data, running records, ISIP, checkpoints, and Woodcock Munoz data to make informed decisions regarding a student's language of instruction.
			<p>January</p> 	Bilingual classroom teachers use a student's assessment history including STAAR, checkpoints, ISIP, TELPAS, Woodcock Munoz language proficiency assessments and current formative data including guided reading data, running records, ISIP, checkpoints, and Woodcock Munoz data to make informed decisions regarding a student's language of instruction. Teachers continuously monitor recent data to make informed decisions.
			<p>March</p> 	Bilingual classroom teachers use a student's assessment history including STAAR, checkpoints, ISIP, TELPAS, Woodcock Munoz language proficiency assessments and current formative data including guided reading data, running records, ISIP, checkpoints, and Woodcock Munoz data to make informed decisions regarding a student's language of instruction. Teachers continuously monitor recent data to make informed decisions. This work continued in preparation for STAAR before school closure occurred due to COVID-19.
			<b>Summative Evaluation</b>	
			<p>Month</p>	<b>Notes &amp; Next Steps Recommendations</b>
<p>June</p> 	Unable to give complete data progress for school year due to COVID-19.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Bilingual students in grades 3rd - 5th who are at the intermediate level of TELPAS will be assessed using the Woodcock-Munoz language proficiency assessment.	Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, 3-5 Bilingual classroom teachers	This data will support language of instruction.  Checkpoint data will show progress as the alignment of language of instruction will be aligned to individual student language proficiency.	November 	Students who were at the intermediate level on TELPAS and did not have clear indicators from other data points indicating language of instruction have been assessed using the Woodcock-Munoz data.
			January 	Students who were at the intermediate level on TELPAS and did not have clear indicators from other data points indicating language of instruction have been assessed using the Woodcock-Munoz data.
			March 	Students who were at the intermediate level on TELPAS and did not have clear indicators from other data points indicating language of instruction have been assessed using the Woodcock-Munoz data.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	This practice will be necessary each year in order to provide current data on student language English proficiency.			



= Accomplished



= Continue/Modify



= No Progress





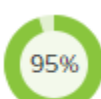




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## Goal 4: A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.

**Performance Objective 1:** In order to encourage a healthy sense of self, build on critical thinking skills, and responsibility for self and others, students at Strawn Elementary will embrace leadership opportunities for students.

**Evaluation Data Source(s) 1:** Number of student led positions on the campus.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<b>TEA Priorities</b> Improve low-performing schools 1) The PBIS committee will work with student organizations to enhance leadership opportunities in the school, including: student council, patrols, and the National Elementary Honor Society.	Principal, Analeasa Holmes Assistant Principal, Kassie Parrish Classroom Teachers	Students will gain a greater sense of confidence and experience in leadership directly impacting the district's goal of educating the whole child.  The more connected each student is to the campus and the increase in self-confidence and belonging will directly impact student mental health and safety.  Student leadership roles from previous years to this current school year will show improvement. Additionally, a student survey at the beginning and end of year will reveal effectiveness of strategy.	November	Student council, patrols and National Elementary Honor Society have all begun with great student participation. Students in the National Elementary Honor Society and Student Council have begun meeting regularly and have begun service projects.	
				Student council, patrols and National Elementary Honor Society have all begun with great student participation. Students in the National Elementary Honor Society and Student Council have begun meeting regularly and have begun service projects. Patrols currently has 12 students who attend regularly. Additionally, we have a morning announcement crew of 9 students who telecast announcements each morning.	
			January		Student leadership roles continued through March 13, 2020. All student activities were halted as a result of school closures
			March		
			<b>Summative Evaluation</b>		
			Month	<b>Notes &amp; Next Steps Recommendations</b>	
			June	Unable to give complete data progress for school year due to COVID-19.	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue					





**Goal 4:** A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.









**Performance Objective 2:** A.B. Strawn will build teacher capacity by embracing leadership opportunities for all staff.

**Evaluation Data Source(s) 2:** Professional development led by staff, campus surveys, leadership team surveys, planning community events.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Teacher leaders will mentor new to the profession staff.</p>	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	<p>Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p>	November	Mentors meet their mentor weekly and complete the mentor checklist with their new to the profession mentee.
				
			January	Mentors meet their mentor weekly and complete the mentor checklist with their new to the profession mentee.
				
			March	Through distance learning, mentors have been in constant mentorship of new teachers. Mentors meet their mentor weekly and complete the mentor checklist with their new to the profession mentee.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Mentors continue to support new staff members during distance learning. 92% of new staff will return to ABS for the 2020-2021 school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) The campus leadership team will build teacher leader capacity by participating in professional development that directly aligns to educational leadership.</p> <p>The ABS leadership team will participate in book studies that focus on culture and educational leadership.</p>	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Leadership Team	By building leadership capacity in teachers, they will be better able to lead their team's in instruction.	November	The ABS Leadership is currently conducting a book study of Jimmy Casas "Culturize". Additionally, the leadership team meets monthly to review student data, scholarly articles focused on leadership development and synthesize the information using SRI protocols.
				
			January	The ABS Leadership is currently conducting a book study of Jimmy Casas "Culturize". The leadership team is nearing the end of this book and use of protocols. Additionally, the leadership team meets monthly to review student data, scholarly articles focused on leadership development and synthesize the information using SRI protocols.
				
			March	The ABS leadership team has continued to the book study and applies the learning to our new distance learning environment. We meet weekly to review student work, family needs, grade level concerns and professional development.
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June	The leadership team will continue to benefit from professional development that increases agency and capacity.			
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will participate in professional learning communities.	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Classroom Teachers	Teachers will gain a better understanding of the standards therefore providing a greater depth of rigor resulting in an increase in student achievement.  Student checkpoint data and employee surveys will be used to measure effectiveness.	November 	Teachers participate in a professional learning community weekly that focuses on student data, best practices and using the data to guide instruction. Checkpoint data shows increase in math in all three testing grade levels and an increase in RenMath in all three testing grade levels. Reading data indicates increases in Tier 1 students at all grade levels and an increase in checkpoint data for 3rd and 5th grade.
			January 	Teachers participate in a professional learning community weekly that focuses on student data, best practices and using the data to guide instruction. Checkpoint data shows increase in math in all three testing grade levels. Reading data indicates increases in Tier 1 students at all grade levels and an increase in checkpoint data for 3rd, 4th and 5th grade.
			March 	Teachers participate in a professional learning community weekly that focuses on student work and understanding, best practices and using the data (student work) to guide instruction.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Teachers participated in professional learning communities to review student work and student learning.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





**Goal 4:** A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.







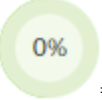

**Performance Objective 3:** Students and staff at A.B. Strawn Elementary will be celebrated at a minimum of twice a month.

**Evaluation Data Source(s) 3:** Assembly awards are given for AR, attendance, growth in reading and math and exemplifying the 7 mindsets.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      1) Students will be celebrated at each monthly assembly for AR, attendance, growth in reading and math, and exemplifying the 7 mindsets.</p>	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Celebrating students will increase students' social emotional health and maintain a positive school climate.	November 	Students are celebrated each month for attendance, AR, exemplifying the 7 mindsets and most growth in reading and math. Students are also recognized with brag tags for attendance and meeting their reading goals.
			January 	Students are celebrated each month for attendance, AR, exemplifying the 7 mindsets and most growth in reading and math. Students are also recognized with brag tags for attendance and meeting their reading goals. An additional 200+ students are rewarded monthly for meeting their AR goals. The most recent attendance challenge rewarded 250 students for perfect attendance from January 13th - February 7th.
			March 	Students are continuing to be celebrated for their reading achievements via social media and individual conference video calls.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Since the school closure due to COVID-19, three more students have become million word readers as well as classroom teachers awarded students who made the top AR readers for the classroom. Updated data progress is not available due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Teachers will share weekly celebrations at faculty meetings.	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Teachers will seek and share the positives that occur each day with each other and students, contributing to the overall positive climate.  The "Leading the Pride" award will be used to measure effectiveness.	November 	Teachers recognize each other with the "Leading the Pride" award at each faculty meeting. As of December 6, 2019, 22 "Leading the Pride" awards have been given amongst teachers.
			January 	Teachers recognize each other with the "Leading the Pride" award at each faculty meeting. As of February 12, 2020, 33 "Leading the Pride" awards have been given amongst teachers.
			March 	Teachers recognize each other with the "Leading the Pride" award at each faculty meeting. As of April 14, 2020, 41 "Leading the Pride" awards have been given amongst teachers.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Teachers continued to recognize each other with the "Leading the Pride" award at each faculty meeting. This school year, teachers awarded each other with 60 "Leading the Pride" awards.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will receive monthly celebrations for meeting their personal monthly attendance goals.	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Increase in teacher attendance.  AESOP management system will measure effectiveness as well as number of awards given to celebrate teacher attendance.	November 	Teachers are celebrated monthly by receiving a jeans pass for having perfect attendance the previous month. In October, 12 teachers were rewarded for perfect attendance. For the month of November, approximately 23 teachers were rewarded for perfect attendance.
			January 	Teachers are celebrated monthly by receiving a jeans pass for having perfect attendance the previous month. In January, 20 teachers were awarded jeans passes for their perfect attendance.
			March 	Unable to update due to COVID-19.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	Teacher recognition for attendance supported teacher attendance and should be continued. Updated data progress is unavailable due to COVID-19. As of June 15, 2020, the turnover rate for ABS was 13.70% for the 2019-2020 school year compared to 43.08% in 2018-2019			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Lockhart Independent School District**  
**Bluebonnet Elementary**  
**2019-2020 Formative Review with Notes**

# Mission Statement

Bluebonnet Elementary is committed to ensure that all students have the foundation to become successful lifelong achievers through developmentally appropriate learning practices.

## Vision

Through collaboration and continuous learning, Bluebonnet Elementary School will be a place of excellence where all students are engaged in high quality instruction. A partnership with parents and the community will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

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## Goal 1: Every student (Grades K-5) will make 1.5 years progress in reading in 2019-2020



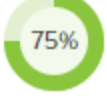

**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years growth in Reading.





**Evaluation Data Source(s) 1:** Istation Student Summary Reports Skill growth Report AR Checkpoint Assessments STAAR running records Guided reading anecdotal notes Guided Reading running records





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Continue with goal, due to Covid-19 unable to have STAAR data.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Students will be identified using data from Istation into Tier 1, 2, 3 groups for intervention/ enrichment time daily (WIN- what I need)	Lead-RTI/intervention lead teacher, Jessica Cruz.  Teachers (All) Principal, Belinda Vasquez Assistant Principal, Monica Saldivar	All teachers and RTI interventionist will plan for intervention time with students based on Tier level and ISIP data lesson cycles. 70% of students will have met individual growth goals.	November	Classroom teachers and RTI teacher review istation data individually, at team meetings , and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. As of November 5, 2019, 65% of our students are on track for meeting 1.5 years progress in reading.
			January	Classroom teachers and RTI teacher review istation data individually, at team meetings , and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. As of February 10, 2020 74% of our students are on track for meeting 1.5 years progress in reading.
			March	Classroom teachers and RTI teacher review istation data individually, at team meetings , and RTI check-ins to monitor student progress and plan for targeted instruction during WIN time. As of March 10, 2020 74% of our students are on track for meeting 1.5 years progress in reading.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	As of March 10, 2020 74% of our students are on track for meeting 1.5 years progress in reading. Due to Covid-19, we are unable to have accurate end of the year data on Istation and STAAR.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) All teachers will use guided reading as the main focus ( 85% ) of their ELAR instructional time.	Will be monitored by principal and assistant principal during walk throughs.	Administration and ELAR district instructional Coaches will monitor guided reading implementation and observations.  Administration will conduct a minimum of 25 Power-walks during ELAR instruction times per week to monitor usage, (3-5 times a week).  70% of students will make progress towards their individual student goals per month on Istation.	November 	Administration and instructional coaches are monitoring guided reading implementation weekly. Teachers provide guided reading to students 3-4 times a week. Guided reading instruction is a focus of walkthroughs and reveal teachers are following the district's guidelines for guided reading instruction. As of November 1, administrators have conducted 382 walkthroughs during ELAR times to monitor guided reading, during these observations, teachers are having guided reading 82% of the ELAR time.
			January 	Administration and instructional coaches are monitoring guided reading implementation weekly. Teachers provide guided reading to students 3-4 times a week. Guided reading instruction is a focus of walkthroughs and reveal teachers are following the district's guidelines for guided reading instruction. As of February 14, administrators have conducted 587 walkthroughs during ELAR times to monitor guided reading, during these observations, teachers are having guided reading 88% of the ELAR time.
			March 	Administration and instructional coaches are monitoring guided reading implementation weekly. Teachers provide guided reading to students 3-4 times a week. Guided reading instruction is a focus of walkthroughs and reveal teachers are following the district's guidelines for guided reading instruction. As of March 13, administrators have conducted 853 walkthroughs during ELAR times to monitor guided reading, during these observations, teachers are having guided reading 85% of the ELAR time.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	As of March 13, administrators have conducted 853 walkthroughs during ELAR times to monitor guided reading, during these observations, teachers are having guided reading 85% of the ELAR time. Due to Covid 19 closures, we were unable to continue the monitoring of guided reading and the results due to this balanced literacy approach.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Teachers PLC weekly for planning and discussing campus deficit of TEK standard: Informational Text (non fiction comprehension) and text evidence. They will collaborate on ways to improve instructional approaches and student achievement.	Teacher Lead/facilitator for each PLC, team will include all teachers and administration	Administration will monitor weekly by being in attendance for each PLC and will see intentional focus strategies following PLC's through daily walk throughs that are scheduled by teacher.	November 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Norms are reviewed, cycles for intentional lesson focus are on track, evidence of learning is established and results for PLC cycle is recorded in week 5. Teachers have increased rigor and have set a higher level of mastery in each cycle. 70% mastery in cycle 1 -80% in cycle 3.
			January 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Norms are reviewed, cycles for intentional lesson focus are on track, evidence of learning is established and results for PLC cycle is recorded in week 5. Teachers have increased rigor and have set a higher level of mastery in each cycle. 70% mastery in cycle 1 -80% in cycle 3, currently in cycle 5 we are setting our goal to 85% mastery.
			March 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Norms are reviewed, cycles for intentional lesson focus are on track, evidence of learning is established and results for PLC cycle is recorded in week 5. Teachers have increased rigor and have set a higher level of mastery in each cycle. 70% mastery in cycle 1 -80% in cycle 3, currently in cycle 5 we have set our goal to 85% mastery in grades K-5th. PLC's are continuing virtually.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	PLC 's for th year went well and currently in place. Cycles for intentional lesson focus are on track, evidence of learning is established and results for PLC cycle is recorded in week 5. Teachers have increased rigor and have set a higher level of mastery in each cycle. 70% mastery in cycle 1 -80% in cycle 3, currently in cycle 5 we have set our goal to 85% mastery in grades K-5th. PLC's continued virtually from April- May. No end of the year data due to covid-19 to assess the impact PLC's had on instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>4) Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms. In addition, teachers will also be asked to practice an instructional high yield strategy to use each month to increase rigor and relevance .</p>	<p>Administration and all team leads will monitor daily using power walks.</p>	<p>The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.</p>	<p>November</p> 	<p>718 Power Walks have been done from Sept- Nov. on Bluebonnet Elementary Campus. Data shows- LF - 81%, Pz- 78%, FSGPT- 11%, R &amp; R- 30%, and CW- 17%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct 21-Nov. 1. Teachers identified an area of focus for next cycle.</p>
			<p>January</p> 	<p>1044 Power Walks have been done from Sept- Feb. on Bluebonnet Elementary Campus. Data shows- LF - 81%, Pz- 85%, FSGPT- 11%, R &amp; R- 47%, and CW- 16%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct, Nov. 1, and January Teachers identified an area of focus for next cycle.</p>
			<p>March</p> 	<p>1362 Power Walks have been done from Sept- March 13 on Bluebonnet Elementary Campus. Data shows- LF - 80%, Pz- 84%, FSGPT-131%, R &amp; R- 47%, and CW- 18%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct, Nov. 1, January, and March. Teachers identified an area of focus for next cycle.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>1362 Power Walks have been done from Sept- March 13 on Bluebonnet Elementary Campus. Data shows- LF - 80%, Pz- 84%, FSGPT-131%, R &amp; R- 47%, and CW- 18%. A monthly high yield instructional strategy was being monitored, coaching cycles occurred during Oct, Nov. 1, January, and March. Teachers identified an area of focus for next cycle.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.	All teachers will monitor their data walls.	The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.	November 	100% of Bluebonnet classrooms have data walls and are being used to help students track their individual growth. Teachers are celebrating and recognizing student growth each month.
			January 	100% of Bluebonnet classrooms have data walls and are being used to help students track their individual growth. Teachers are celebrating and recognizing student growth each month.
			March 	100% of Bluebonnet classrooms have data walls and are being used to help students track their individual growth. Teachers are celebrating and recognizing student growth each month. Students are also helping with celebrating and encouraging their classmates.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	100% of Bluebonnet classrooms had data walls and were used to help students track their individual growth. Teachers celebrated and recognized student growth each month. Students also helped with celebrating and encouraging their classmates.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Special education teachers will PLC with classroom teachers weekly to help develop instructional approaches that support classroom instruction and align with campus need TEKS	Terry Armstrong- Lead Special education teacher.	Administration will review lesson plans every Tuesday and provide feedback to ensure alignment with TEKS RS, IEP goals, and daily intentional content instruction in the classroom. Resulting in 70% of special education students will make progress towards their individual student reading goal.	November 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 17-21% growth in meets and masters in reading.
			January 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 17-15% growth in meets and masters in reading across grade levels 3-5.
			March 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 12-18% growth in meets and masters in reading across grade levels 3-5.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Special education teachers were present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data was reviewed, lesson planning with plc focus was collaborative and evidence of learning was consistently being tracked.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Bilingual teachers will meet once a month for Bilingual Boosters.	Lead to monitor- Assistant Principal, Monica Saldivar.	Monitoring bilingual student data once a month will allow teachers to ensure 70% student growth is happening in reading in both languages.	November 	Campus Bilingual Booster meetings and district level bilingual meetings are implemented and have been attended at 100%. October, and November, instruction and support.
			January 	Campus Bilingual Booster meetings and district level bilingual meetings are implemented and have been attended at 100%. December, and January meeting for resources and need of each grade level.
			March 	Campus Bilingual Booster meetings and district level bilingual meetings are implemented and have been attended at 100%. December, January , and February meetings for resources and need of each grade level. Resources they requested were ordered and delivered to each teacher.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	Campus Bilingual Booster meetings and district level bilingual meetings are implemented and have been attended at 100%. December, January , and February meetings for resources and need of each grade level. Resources they requested were ordered and delivered to each teacher.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





## Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2019-2020.





**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years of progress in Math.





**Evaluation Data Source(s) 1:** dreambox support system Reflex Math fluency reports checkpoint assessments Renaissance Math



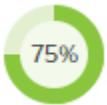

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Will continue the goal until significant progress is made in math.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Students will be identified through Math data into Tier 1, 2, 3 groups for intervention/enrichment time daily to better meet their individual learning needs.</p>	All classroom teachers will monitor.	<p>Teachers and instructional leaders will review weekly growth of dreambox and reflex fluency reports to ensure students are completing lessons and improving in automaticity.</p> <p>Teachers will meet with small groups/ during guided math instruction to track growth progress of each student.</p>	November	The following are the percentages of growth in Dreambox through November: Kindergarten 57%, 1st grade 17%, and 2nd grade 15%.
				
			January	The following are the percentages of growth in Dreambox through February- Kindergarten 82%, 1st grade 31%, 2nd grade 26%, 3rd grade 32%, 4th grade 26%, and 5th grade 27%.
				
			March	The following are the percentages of growth in Dreambox through March- Kindergarten 87%, 1st grade 44%, 2nd grade 35%, 3rd grade 40%, 4th grade 34%, and 5th grade 34%.
				
<b>Summative Evaluation</b>				
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	The following are the percentages of growth in Dreambox through March- Kindergarten 87%, 1st grade 44%, 2nd grade 35%, 3rd grade 40%, 4th grade 34%, and 5th grade 34%. Due to covid-19 we do not have end of the year data to support goal attainment.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>Improve low-performing schools</p> <p>2) Teachers will provide small group math instruction to all students on a weekly basis (5 times a week). All classrooms will be using math stations to include, place value, fact fluency, computer/games each week and will assess those stations each 9 weeks.</p>	Administration/teacher leads during power walks.	Administration monitor lesson plans. Administration will conduct a minimum of 25 walk throughs per week per admin. and Power Walks data will show and increase of 15% in high yield strategies, instructional rigor and relevance during small group math time.	<p>November</p> 	Administration and instructional coaches are monitoring small group math with the use of manipulatives weekly. Small group math stations is a focus of walkthroughs and reveal teachers are following campus guidelines for this math instruction. As of November 1, administrators have conducted 219 walkthroughs during Math times to monitor math instruction, during these observations, teachers are having small group math instruction 87% of the instructional time with low rigor at 54%, medium rigor at 33% and high rigor at 3%. 33% of instructional rigor is at the application level for math.
			<p>January</p> 	Administration and instructional coaches are monitoring small group math with the use of manipulatives weekly. Small group math stations is a focus of walkthroughs and reveal teachers are following campus guidelines for this math instruction. As of February 13, administrators have conducted 316 walkthroughs during Math times to monitor math instruction, during these observations, teachers are having small group math instruction 87% of the instructional time with low rigor at 48%, medium rigor at 38% and high rigor at 3%. 40% of instructional rigor is at the application level for math.
			<p>March</p> 	Administration and instructional coaches are monitoring small group math with the use of manipulatives weekly. Small group math stations is a focus of walkthroughs and reveal teachers are following campus guidelines for this math instruction. As of March 30th, administrators have conducted 428 walkthroughs during Math times to monitor math instruction, during these observations, teachers are having small group math instruction 90% of the instructional time with low rigor at 53%, medium rigor at 38% and high rigor at 4%. 40% of instructional rigor is at the application level for math.
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
<p>June</p> 	Administration and instructional coaches are monitoring small group math with the use of manipulatives weekly. Small group math stations is a focus of walkthroughs and reveal teachers are following campus guidelines for this math instruction. As of March 30th, administrators have conducted 428 walkthroughs during Math times to monitor math instruction, during these observations, teachers are having small group math instruction 90% of the instructional time with low rigor at 53%, medium rigor at 38% and high rigor at 4%. 40% of instructional rigor is at the application level for math.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Teachers will plan weekly on Thursdays for planning and discussing essential questions related to data after every math checkpoint to collaborate on ways to improve instructional approaches, and student achievement.	Teachers/PLC facilitator	<p>Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administrator will facilitate each PLC on Thursdays for each grade level. All campus norms set by teachers will be respected in followed.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development to help increase student achievement to reach 70% of growth in Math.</p>	November 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. PLC focus is ELA, but all data points are monitored week 5 of PLC cycle to include Math and from PLC process, teachers have increased rigor and have set a higher level of mastery for students.
			January 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. PLC focus is ELA in all grade levels except 5th grade. Teachers have increased rigor and have set a higher level of mastery for students to 85% in PLC cycle 5.
			March 	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. PLC focus is ELA in all grade levels except 5th grade. Teachers have increased rigor and have set a higher level of mastery for students to 85% in PLC cycle 5.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	PLC planning time was every Thursday with 100% teacher administrator, and special ed attendance and engagement. PLC focus - ELA in all grade levels except 5th grade, in February the data indicated a need for a math focus. Teachers have increased rigor and have set a higher level of mastery for students to 85% in PLC cycle 5.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            Improve low-performing schools            4) Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using Power-Walks. Teachers will also have a monthly instructional focus using high yield approaches to increase rigor and relevance for student achievement.</p>	All teachers	<p>The quality of tier one instruction will improve and lead to more students making academic progress. Further, Power-walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. This data will be monitored and discussed with each teacher during their coaching cycle each 6 weeks.</p>	November 	718 Power Walks have been done from Sept- Nov. on Bluebonnet Elementary Campus. Data shows- LF - 81%, Pz- 78%, FSGPT- 11%, R & R- 30%, and CW- 17%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct 21-Nov. 1. Teachers identified an area of focus for next cycle.
			January 	1044 Power Walks have been done from Sept- February on Bluebonnet Elementary Campus. Data shows- LF - 81%, Pz- 85%, FSGPT- 11%, R & R- 47%, and CW- 16%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during the week of January 13-17 Teachers identified an area of focus for next cycle.
			March 	1362 Power Walks have been done from Sept- March 13 on Bluebonnet Elementary Campus. Data shows- LF - 80%, Pz- 84%, FSGPT-131%, R & R- 47%, and CW- 18%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct, Nov. 1, January, and March. Teachers identified an area of focus for next cycle.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to Covid19 shut down, our data gathered is from August-March. 1362 Power Walks have been done from Sept- March 13 on Bluebonnet Elementary Campus. Data shows- LF - 80%, Pz- 84%, FSGPT-131%, R & R- 47%, and CW- 18%. A monthly high yield instructional strategy is being monitored, coaching cycles occurred during Oct, Nov. 1, January, and March. Teachers identified an area of focus for next cycle.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.	All classroom Teachers will monitor their data walls.	The use of data walls will help teachers and students track their data and use a visual to celebrate 75% growth of all students. Dreambox data for K-1 Ren Learn Math data for 2-5th also to include Reflex Math fluency data.	November	Students in grades 3-5 keep individual data folders to track their monthly progress in RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress in Dreambox with their teacher who tracks student data via data walls.
			January	Students in grades 3-5 keep individual data folders to track their monthly progress in RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress in Dreambox with their teacher who tracks student data via data walls.
			March	Students in grades 3-5 keep individual data folders to track their monthly progress in RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress in Dreambox with their teacher who tracks student data via data walls.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Students in grades 3-5 keep individual data folders to track their monthly progress in RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress in Dreambox with their teacher who tracks student data via data walls.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Special education teachers will be a part of each PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals. Special education teachers will also have their own PLC's weekly to be held on Tuesday's each week.	Terry Armstrong- Lead Special education teacher.	Administration will monitor lesson plans each week to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom. Resulting in 75% of special education students will make progress towards their individual student math growth.	November 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 12-25% growth in meets and masters in math from Checkpoint 1 to checkpoint 2.
			January 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 12-22% growth in meets and masters in math from Checkpoint 2 to checkpoint 3. 5th grade has seen a need for a PLC focus on Math.
			March 	Special education teachers are present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data is reviewed, lesson planning with plc focus is collaborative and evidence of learning is consistently being tracked. Checkpoint data shows 15-22% growth in meets and masters in math from Checkpoint 2 to checkpoint 4. 5th grade has seen a need for a PLC focus on Math.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Special education teachers were present and engaged in all weekly PLC's for each grade level they co-teach with. Identified student data was reviewed, lesson planning with plc focus was collaborative and evidence of learning was consistently being tracked.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

### Goal 3: Bluebonnet Elementary will make progress in writing in 2019-2020.





**Performance Objective 1:** During the 2019-2020 school year, 75% of students in grades K-5 will show an improvement in their writing composition by 15% from last year.

**Evaluation Data Source(s) 1:** writing assessments exit tickets student response journals student work displays benchmark writing scores STAAR last year writing ratings


**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with goal, due to Covid-19 unable to have STAAR data.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Teachers will use Matt Glover Writing Program in Kindergarten and Patterns of Power in grade 1-5 to help improve writing skills. students will write daily in all academic areas.</p>	Teachers will monitor the use of writing programs.	Administration will monitor writing blocks by intentional scheduling of walk throughs during this time. Student work displayed each 6 weeks will show writing examples, and student writing journals will show students daily writing.	November	Administration and instructional coaches are monitoring guided reading implementation weekly with the use of critical writing. As of November 1, administrators have conducted 382 walkthroughs during ELAR times to monitor the implementation of POP and Matt Glover.
			January	As of February 14, 645 power walks have been done during the reading/writing block. We have seen a growth increase in writing critically from 9% and the beginning of the year to 16%. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups.
			March	As of March 13, administrators have conducted 853 walkthroughs during the reading/writing block times to monitor ELAR and writing during these observations, teachers have a growth increase in writing critically from 9% to 16%. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Due to Covid 19 school closure our data is from Aug- March. As of March 13, administrators have conducted 853 walkthroughs during the reading/writing block times to monitor ELAR and writing during these observations, teachers have a growth increase in writing critically from 9% to 16%. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>2) Teachers will meet once every month during PLCs to analyze student writing samples using a campus rubric to measure growth and gather data on re-teach.</p>	<p>Teacher/Facilitator for each grade level team will monitor.</p> <p>Admin will be present weekly.</p>	<p>Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring HALO student writing samples PLCs.</p> <p>Teachers will reteach writing lessons to support areas of need with small group instruction.</p>	<p>November</p> 	<p>PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Norms are reviewed, cycles for intentional lesson focus are on track, evidence of learning is established and results for PLC cycle is recorded in week 5. Teachers have increased rigor and have set a higher level of mastery in each cycle to include writing in each rubric reflecting 70% mastery in cycle 1 -80% in cycle 3.</p>
			<p>January</p> 	<p>PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups.</p>
			<p>March</p> 	<p>PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups based on writing benchmark.</p>
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Due to Covid 19 school closure our data is from Aug- March. PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Teachers have included revising and editing (4th grade) and have developed a TSM plan for writing groups based on writing benchmark. All grade levels required a writing sample included in their evidence of learning in cycle 5.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>3) 3rd and 4th grade teachers will continue to use Be a Writer program to build and improve students writing skills.</p>	Assistant Principal, Monica Saldivar.	Teachers will use the Be A Writer curriculum daily in every 3rd and 4th grade classroom. Every month, student writing samples (HALO) will be scored with a writing rubric to assess growth.	November	PLC planning time is every Thursday with 100% teacher administrator, and special ed attendance and engagement. Evidence of learning is established each week and student writing and comprehension samples are brought in to be scored. Pre and Post scores are posted in each grade level to monitor growth in writing.
			January	PLC planning - Evidence of learning is established each week and student writing and comprehension samples are brought in to be scored. Pre and Post scores are posted in each grade level to monitor growth in writing to incorporate revising and editing in February.
			March	PLC planning - Evidence of learning is established each week and student writing and comprehension samples are brought in to be scored. Benchmark Writing approaches- 32.18% Meets-5.75% Master- 1.15%
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	Due to Covid 19 school closure our data is from Aug- March. PLC planning - Evidence of learning is established each week and student writing and comprehension samples are brought in to be scored. Benchmark Writing approaches- 32.18% Meets-5.75% Master- 1.15%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Teachers will use sentence stems for students to use when writing in all content areas.	Assistant Principal, Monica Saldivar	Sentence stems will be posted in every classroom for students to use as a way to verbalize and write a complete thought. This visual will help student have a starting point and encourage writing. Student writing examples will be posted outside and inside of the classrooms.	November	Sentence stems are planned during PLC planning time every Thursday. Evidence of learning is student writing and comprehension samples which use sentence stems, are brought in to be scored in each grade level to monitor growth in writing. Student work to include writing is posted outside classroom doors as evidence of writing.
			January	Sentence stems are planned during PLC planning time every week. Evidence of learning is student writing and comprehension samples which use sentence stems, are brought in to be scored in each grade level to monitor growth in writing.
			March	Sentence stems are planned during PLC planning time every week. Evidence of learning is student writing and comprehension samples which use sentence stems, are brought in to be scored in each grade level to monitor growth in writing. Writing Samples scored at 85% mastery in March 5 PLC.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Due to Covid 19 school closure our data is from Aug- March. Sentence stems are planned during PLC planning time every week. Evidence of learning is student writing and comprehension samples which use sentence stems, are brought in to be scored in each grade level to monitor growth in writing. Writing Samples scored at 85% mastery in March 5 PLC.
				

## Goal 4: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.



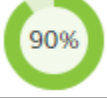

**Performance Objective 1:** The number of admin. assisted incidents will be reduced by 50% through the school wide implementation of the 7 Mindsets and Positive Behavior Interventions Support System.

**Evaluation Data Source(s) 1:** peer observations admin observations classroom walk throughs PBIS data Positive Referrals









**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Improve low-performing schools 1) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.</p>	teachers	The use of data walls will help teachers and students track their data. Celebrations and conferences will be held each week to help celebrate all students.	November	Students in grades 3-5 keep individual data folders to track their monthly progress in Istation, RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress in Istation and Dreambox with their teacher who tracks student data via data walls.
			January	Students in grades 3-5 keep individual data folders to track their monthly progress in Istation, RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress through computer support programs with their teacher who tracks student data via data walls.
			March	Students in grades 3-5 keep individual data folders to track their monthly progress in Istation, RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress through computer support programs with their teacher who tracks student data via data walls. Recognition is given to all students for academic growth.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Students in grades 3-5 keep individual data folders to track their monthly progress in Istation, RenMath and Reflex. Teachers conference with students to review their progress and set goals. Students in K-2 review their progress through computer support programs with their teacher who tracks student data via data walls. Recognition is given to all students for academic growth.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase social emotional learning.	Counselor, Christie Contreras will monitor.  Team includes PBIS committee, and Impact Committee	Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%.	November	Our cumulative attendance percentage for the school year is 96.52%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly and monthly attendance incentives.
			January	Our cumulative attendance percentage for the school year is 95.99%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly and monthly attendance incentives for classes, grade levels, and individuals. Illness has been the biggest impact on our attendance this year (flu and strep).
			March	Our cumulative attendance percentage for the school year is 95.91%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly and monthly attendance incentives for classes, grade levels, and individuals. Illness has been the biggest impact on our attendance this year (flu and strep).
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Our cumulative attendance percentage for the school year is 95.91%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly and monthly attendance incentives for classes, grade levels, and individuals. Illness has been the biggest impact on our attendance this year (flu and strep).

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>3) Bluebonnet Elementary will partner with parents to provide monthly student performances and learning opportunities for our families to attend and enjoy.</p>	<p>Counselor, Christie Contreras.</p>	<p>2 parent nights for 7 mindsets, Each grade level will perform for evening musicals, Silent Auction Art Show Bilingual parent nights to include Family Latino Literacy.</p>	<p>November</p> 	<p>We conducted our first parent 7 Mindset night on November 14th, with about 150 people in attendance. 5th grade students shared an overview presentation with parents.</p>
			<p>January</p> 	<p>We conducted our first parent 7 Mindset night on November 14th, with about 150 people in attendance. 5th, 4th, 3rd, 2nd, and 1st grade have led assemblies and parents have attended monthly. We have also started planning for our family fun night after spring break.</p>
			<p>March</p> 	<p>We conducted our first parent 7 Mindset night on November 14th, with about 150 people in attendance. 5th, 4th, 3rd, 2nd, 1st grade and Kinder have led assemblies and parents have attended monthly. We have also started planning for our family fun night in April. Passion Projects will start March 23.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>We conducted our first parent 7 Mindset night on November 14th, with about 150 people in attendance. 5th, 4th, 3rd, 2nd, 1st grade and Kinder have led assemblies and parents have attended monthly. Due to Covid 19 closure we were unable to have our family fun night in April. Passion Projects were not able to start March 23.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 4) Bluebonnet Elementary will use BB bucks as an incentive for students to make wise choices and live the 7 mindsets.</p>	Principal, Belinda Vasquez.	Decrease the number of discipline calls needing administration to respond. BB bucks will increase in amounts over the 10 months while in school.	November	Behavior calls for administration support have decreased from 21 in October to 8 in November. We have opened the BB Store twice this year, where students have the opportunity to spend the BB Bucks they have earned for positive behavior.
			January	Behavior calls for administration support have decreased from 21 in October to 8 in November, 8 December, 8 January, and 5 as of February 14. We have opened the BB Store three this year, where students have the opportunity to spend the BB Bucks they have earned for positive behavior.
			March	Behavior calls for administration support have decreased from 21 in October to 8 in November, 8 December, 8 January, 5 as of February 14, and 1 in March. We have seen the success of the BB Store this year, where students have the opportunity to spend the BB Bucks they have earned for positive behavior. Final BB Bucks will be on May 5 during field day.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Behavior calls for administration support have decreased from 21 in October to 8 in November, 8 December, 8 January, 5 as of February 14, and 1 in March. We have seen the success of the BB Store this year, where students have the opportunity to spend the BB Bucks they have earned for positive behavior. Final BB Bucks will be on May 5 during field day. Due to covid closure we did not have our May store day.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Connect high school to career and college  Improve low-performing schools  5) Bluebonnet Elementary will utilize a master schedule where Team building activities are done each Friday in physical education class.</p>	Emilylyne Rogan-PE coach.	Every Friday students in each grade level will be given a team building activity to include physical movement and artistic creation. Students will be able to problem solve and learn how to get along with others.	November 	Master schedule includes all special area teachers in the gym with team building activities planned every week. These activities include music, physical movement, and art.
			January 	Master schedule includes all special area teachers in the gym with team building activities planned every week. These activities include music, physical movement, and art.
			March 	Master schedule includes all special area teachers in the gym with team building activities planned every week. These activities include music, physical movement, and art.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	Master schedule includes all special area teachers in the gym with team building activities planned every week. These activities include music, physical movement, and art.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





**Goal 4:** Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.





**Performance Objective 2:** Bluebonnet attendance rate will increase attendance rate to at least meet 97% average daily attendance for the 2019-2020 school year.

**Evaluation Data Source(s) 2:** ADA reports daily and weekly





**Summative Evaluation 2:** Some progress made toward meeting Performance Objective



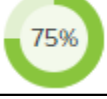

**Next Year's Recommendation 2:** Will continue to support students and parents in attending school everyday.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.	teachers, administration	Students will encourage each other to come to school and will want to attend school everyday to be able to get a classroom prize that they will be able to chose. We expect to see classroom attendance increase to 97% each week.	November 	Our cumulative attendance percentage for the school year is 96.52%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly attendance rewards for classes who have 100% attendance.
			January 	Our cumulative attendance percentage for the school year is 95.99%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly attendance rewards for classes who have 100% attendance.
			March 	Our cumulative attendance percentage for the school year is 95.91%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly attendance rewards for classes who have 100% attendance.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	As of March 13, 2020, Our cumulative attendance percentage for the school year is 95.91%. We continue to promote attendance with daily phone calls home when students are absent. We have weekly attendance rewards for classes who have 100% attendance.



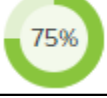





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Administration will use Perfect Attendance awards and brag tags to collect each month.	Administration attendance committee	Students will want to attend school everyday to be able to get a brag tag and collect all 10. We expect to see individual attendance increase to 97% each week.	November 	We distributed perfect attendance brag tags to students who had perfect attendance for the months of September, October, and November.
			January 	We distributed perfect attendance brag tags to students who had perfect attendance for the months of December, and January.
			March 	We distributed perfect attendance brag tags to students who had perfect attendance for the months of December, January and February .
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to Covid-19, We distributed perfect attendance brag tags to students who had perfect attendance for the months of December, January and February .

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>3) Students will be provided incentives for meeting Attendance Challenges throughout the year.</p>	Principal	Bluebonnet's ADA will rise from 96.3% to meet or exceed our campus goal of 97%.	November	Attendance challenges are held each month and announced in morning announcements. Incentives and attendance information is also included in our weekly newsletter that is emailed to all families on Saturdays at 1:00pm. BBE also posts on facebook, remind app, and twitter of challenges and incentives. Our cumulative attendance percentage for the school year is 96.52%.
			January	Attendance challenges are held each month and announced in morning announcements. Incentives and attendance information is also included in our weekly newsletter that is emailed to all families on Saturdays at 1:00pm. BBE also posts on facebook, remind app, and twitter of challenges and incentives. Our cumulative attendance percentage for the school year is 95.99%.
			March	Attendance challenges are held each month and announced in morning announcements. Incentives and attendance information is also included in our weekly newsletter that is emailed to all families on Saturdays at 1:00pm. BBE also posts on facebook, remind app, and twitter of challenges and incentives. Our cumulative attendance percentage for the school year is 95.01 %.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Attendance challenges are held each month and announced in morning announcements. Incentives and attendance information is also included in our weekly newsletter that is emailed to all families on Saturdays at 1:00pm. BBE also posts on facebook, remind app, and twitter of challenges and incentives. Our cumulative attendance percentage for the school year is 95.01 %.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Students will be recognized during monthly assemblies for perfect and improved attendance.	Principal, Assistant Principal, Registrar	Bluebonnet's ADA will rise from 95.8% to meet or exceed our campus goal of 97%.	November 	Students are recognized and given perfect attendance brag tags for their chains each month. Our cumulative attendance percentage for the school year is 96.52%.
			January 	Students are recognized and given perfect attendance brag tags for their chains each month. Our cumulative attendance percentage for the school year is 95.99%.
			March 	Students are recognized and given perfect attendance brag tags for their chains each month. Our cumulative attendance percentage for the school year is 95.91%.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Students are recognized and given perfect attendance brag tags for their chains each month. Our cumulative attendance percentage for the school year is 95.91%.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Classroom and grade levels will be recognized for 100% attendance weekly.	Principal, Assistant Principal, Registrar	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest grade level attendance winner will have their banner displayed in the main office.	November	We have provided an attendance banner to be displayed by the class with the highest attendance percentage per grade level.
				
			January	We have provided an attendance banner to be displayed by the class with the highest attendance percentage per grade level. This has really improved teacher motivation where in turn, they promote with daily messages to parents on attendance.
				
			March	We have provided an attendance banner to be displayed by the class with the highest attendance percentage per grade level. This has really improved teacher motivation where in turn, they promote with daily messages to parents on attendance.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	We have provided an attendance banner to be displayed by the class with the highest attendance percentage per grade level. This has really improved teacher motivation where in turn, they promote with daily messages to parents on attendance.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase attendance.	Principal	Having a Mindset lesson each Monday and an assembly that recognizes students each month will help encourage students to come to school. This will help increase our attendance from 95.8% to 97%.	November 	Classes conduct Mindset lessons on Mondays. We have had three, student led mindset assemblies where students and staff members have been highlighted for being Mindset Masters.
			January 	Classes conduct Mindset lessons on Mondays. 5th, 4th, 3rd, 2nd, and 1st grade have led assemblies and parents have attended monthly. We have also started planning for our family fun night after spring break.
			March 	Classes conduct Mindset lessons on Mondays. 5th, 4th, 3rd, 2nd, and 1st grade have led assemblies and parents have attended monthly. We have also started planning for our family fun night on April 15.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Classes conduct Mindset lessons on Mondays. 5th, 4th, 3rd, 2nd, and 1st grade have led assemblies and parents have attended monthly. We have also started planning for our family fun night on April 15. Due to Covid-19 closure we were unable to have our spring parent night and April and May assemblies.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Bluebonnet staff will be recognized by administration for Perfect Attendance and will be awarded a prize each month.	Assistant Principal, Monica Saldivar	Teachers will model good attendance and help increase their student attendance.	November 	BBE administrators provided a lunch for staff with perfect attendance on Oct. 21, 2019. November was month of Jeans for perfect attendance.
			January 	BBE administrators provided a lunch for staff with perfect attendance on January 16, 2020
			March 	BBE administrators will provide a lunch for staff with perfect attendance on March 25, 2020
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Covid-19 closure did not allow for BBE administrators to provide a lunch for staff with perfect attendance on March 25, and May 20 as scheduled.
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>				

**Goal 4:** Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.





**Performance Objective 3:** Provide teachers, paraprofessionals, and administrators support to increase teacher retention by 50%.

**Evaluation Data Source(s) 3:** mentor meetings admin meetings pd teacher survey


**Summative Evaluation 3:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers received professional development on the implementation practices of CHAMPS in August and will be used in every classroom and common areas.</p>	Principal, Belinda Vasquez	Power Walk coaching data every 6 weeks will show a strength in the classroom management area.	November	We held our first round of coaching conferences with teachers from October 21-November 1, 2019
				
			January	We held coaching conferences with teachers from January 13-17, 2020 with a classroom environment emphasis on CHAMPS.
				
			March	We held coaching conferences with teachers from February 5-7, 2020 with a classroom environment emphasis on CHAMPS during transitions.
				
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	We held coaching conferences with teachers from February 5-7, 2020 with a classroom environment emphasis on CHAMPS during transitions.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide staff development twice a month as a lead and learn opportunity for our campus teachers.</p>	RTI lead teacher, Jessica Cruz.	Teacher's will feel prepared and supported by colleagues as reviewed by monthly survey.	November	Staff development twice a month on Wednesday after school is scheduled on a consistent basis. Feedback from teachers on what they want and need is taken once a month to cater professional development on campus. Teacher surveys have indicated by 93% that teachers feel supported at BBE.
			January	Staff development twice a month on Wednesday after school is scheduled on a consistent basis. Feedback from teachers on what they want and need is taken once a month to cater professional development on campus. Teacher surveys have indicated by 94% that teachers feel supported at BBE.
			March	Staff development twice a month on Wednesday after school is scheduled on a consistent basis. Feedback from teachers on what they want and need is taken once a month to cater professional development on campus. Teacher surveys have indicated by 92% that teachers feel supported at BBE.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Staff development twice a month on Wednesday after school is scheduled on a consistent basis. Feedback from teachers on what they want and need is taken once a month to cater professional development on campus. Teacher surveys have indicated by 92% that teachers feel supported at BBE.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Implement teacher support program to ensure retention of highly qualified teacher, including, district mentoring of new to the profession teachers.</p>	Assistant Principal, Monica Saldivar	Each month Bluebonnet Elementary will send out a survey monkey to all teachers. Results will be reviewed to ensure they feel confident, prepared and supported by administrators, and colleagues. Teacher mentors will also be asked to turn in new to profession checklist monthly to ensure mentors and new teachers are receiving the information they need.	November	Mentor Logs are submitted monthly. We have conducted a new teacher survey to assess their feelings and to gauge our next steps in providing support. Survey results state 95% of new teachers feel supported by BBE campus.
				
			January	Mentor Logs are submitted monthly. We have conducted a new teacher survey to assess their feelings and to gauge our next steps in providing support. Survey results state 94% of new teachers feel supported by BBE campus.
				
			March	Mentor Logs are submitted monthly. We have conducted a new teacher survey to assess their feelings and to gauge our next steps in providing support. Survey results state 97% of new teachers feel supported by BBE campus admin.
				
		<b>Summative Evaluation</b>		
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	Mentor Logs are submitted monthly. We have conducted a new teacher survey to assess their feelings and to gauge our next steps in providing support. Survey results state 97% of new teachers feel supported by BBE campus admin.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>4) Teachers will receive professional development on Safety. Civilian Response to Active Shooter Events (CRASE) , Barbara Marek and Standard Response Protocol (SRP) Students will be educated in Safety Response Protocols in September. Monthly safety drills will be conducted.</p>	<p>Principal, Belinda Vasquez</p> <p>Team: lead teachers admin, and Emergency Task force.</p>	<p>All teachers received CRASE, Barbara Marek and SRP training at the beginning of the school year. Students and staff will feel supported and safe with an action plan for an emergency.</p>	November	Barbara Marek and SRP training were on August 8th, 2019. CRASE training took place on August 13th, 2019.
			70%	
			January	Barbara Marek and SRP training were on August 8th, 2019. CRASE training took place on August 13th, 2019. We also had tourniquet training on December 12, 2019.
			65%	
			March	Barbara Marek and SRP training were on August 8th, 2019. CRASE training took place on August 13th, 2019. We also had tourniquet training on December 12, 2019.
			75%	
<b>Summative Evaluation</b>				
Month	Notes & Next Steps Recommendations			
June	Barbara Marek and SRP training were on August 8th, 2019. CRASE training took place on August 13th, 2019. We also had tourniquet training on December 12, 2019.			
100%				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

**Lockhart Independent School District**  
**George W.Carver Early Education Center**  
**2019-2020 Formative Review with Notes**



# Mission Statement

**G.W. Carver in partnership with our parents and the community is to provide a caring environment where students are safe, feel valued, and are challenged to reach their full potential.**

## Vision

**The vision of G.W. Carver Is that our students will be kindergarten ready through learning, playing and exploring.**

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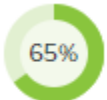



# Goal 1: 85% of Pre-K students will be kindergarten ready based on "Ready Set K" .



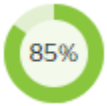

**Performance Objective 1:** 85% of Pre-K students will reach 'The Set' Standard based on Ready Set K or beyond in emergent literacy.

**Evaluation Data Source(s) 1:** Ready Set K Reports





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Continue with this goal


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.</p>	Teacher, Principal, and Curriculum dept.	Each student will reach "Set" based on RSK standards. As a result students will leave RSK with the skills to be kindergarten ready in literacy.	November	As of November 64% of Pre-K students have met the standard or beyond in Emergent Literacy compared to last year this time of 58%.
				
			January	The student rate of success in Emergent Literacy is at 64% at this time of the year.
				
			March	After the 3rd grading cycle ____% of Pre-K students have met the standard or beyond in Emergent Literacy compared to last year this time of 58%.
				
<b>Summative Evaluation</b>				
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	Significant progress made toward meeting Performance Objective. If we had completed the year I believe the goal would have been achieved. After the 3rd nine weeks, mastery was 84.2%
				




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.	Curriculum Department , Principal	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Teachers and Principal will implement coaching cycles to discuss walk-through data.	November 	70% of gen.ed. Pre-K students are on Tier I as of November compared to 67% this year. Bilingual Pre-K 84% of the students are Tier 1, the same as this time last year. 88% usage of power zone, 17% usage of frequent small group purposeful talk, 61% recognize and reinforce and 29% usage writing critically. I would like to see an increase in small group purposeful talk.
			January 	509 walkthroughs have been conducted at the end of January (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 18%, Recognize & Reinforce: 63%, Critical Writing: 21%). During the coaching cycle with teachers, each teacher chooses a goal to work toward regarding the fundamental lessons. We discussed challenges, strategies and next steps moving forward.
			March 	629 walkthroughs were completed. The data looks good but would like to see the rigor increase. During the coaching cycle with teachers, each teacher chooses a goal to work toward regarding the fundamental lessons. We discussed challenges, strategies, and the next steps moving forward. However due to closing school early we were unable to meet again to determine goal progress.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Significant progress made.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Teachers will meet weekly in PLCs for planning and to discuss data after every assessment of the focus skill and work through the five PLC questions as a team.	Lead Teacher, Teachers, and Principal	Teachers will complete the class analysis form and turn into the principal after each assessment of the focus skill. Students data should increase monthly by at least 10%.	November	100% of the teachers are submitting their data analysis sheets each month. The goal is for 73% of students to master the focus skill for the year. They are currently at 60%.
			January	100% of the teachers are submitting their data analysis sheets each month. The goal is for 73% of students to master the focus skill for the year. They are currently at 52%.
			March	100% of the teachers are submitting their data analysis sheets each month. The goal is for 73% of students to master the focus skill for the year. After the 3rd nine weeks, the goal was met with 84%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	After the 3rd nine weeks, the goal was met at 83%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Carver teachers and principal attended The Essential of teaching writing in Pre-K workshop in August.	Teachers, and principal	Administration will conduct walk throughs during writing blocks, centers, and monitor weekly lesson plans to ensure classroom teachers are using Matt Glover writing strategies. Student work displayed and writing journals will show students daily writing.	November 	We had 100% of the teachers attend the Matt Glover writing workshop. Writing samples are evident in every classroom and it is evident during walk-throughs and lesson plans that student writing has increased.
			January 	During walkthroughs, it is evident that writing opportunities have increased. Students are creating their own books and taking pride in being the author and illustrator of their book. The writings in journals are improving. Overall more students appear to enjoy writing compared to last year.
			March 	The training was beneficial because, during walkthroughs, it is evident that writing opportunities have increased. Students are creating their own books and taking pride in being the author and illustrator of their book. The writings in journals are improving. Overall more students appear to enjoy writing compared to last year.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The training was beneficial because, during walkthroughs, it is evident that writing opportunities for students increased.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.	Principal and C&I Team	Student growth in writing samples. Students will create a variety of books based on their own interests. Student work displayed and writing journals will show students daily writing.	November 	Students are writing daily and writing is happening in all subjects based on lesson plans and during observation of classroom walkthroughs.
			January 	Students are writing daily and writing is happening in all subjects based on lesson plans and during observation of classroom walkthroughs.
			March 	Students are writing daily and writing is happening in all subjects based on lesson plans and during observation of classroom walkthroughs.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Significant progress made this school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Provide opportunities for teacher's who students are not meeting the academic expectations time observe a master teacher. The master teacher will also observe in the classroom of the teacher who is need of support providing collaboration/coaching.</p>	Principal, coaches and C & I Team.	Teachers who receive the additional support will be more effective in meeting the academic needs of their students, and a s result the teacher will feel supported which can increase teacher retention rate. Student academic rate will increase on RSK skills and on Istation. Behavior will increase as well.	November	As of November, 64% of Pre-K students have met the standard or beyond in Emergent Literacy compared to last year this time of 58%. Tier I on Istation rdg. has increased from the beginning of the year of 58% to 70% in November. Plans are in place for teachers to start observing other teachers' second semester.
			January	During weekly PLC's teachers share areas of student success and collaborate with colleagues strategies that are working well for them. Teachers are empowered to teach and lead certain areas of the PLC. During the coaching cycle, teachers requested an area that they would like to observe another teacher teaching. Some teachers were requested by the principal to assist a teacher who is struggling in a certain area.
			March	All teachers were able to share during PLC, work in groups, and present out. I would have like to increase teachers observing other teachers.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	All teachers were able to share during PLC, work in groups, and present out. I would have like to increase teachers observing other teachers during the next school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Provide a Literacy Night and a Bilingual Night during the fall semester.	Library Aide, K. Martin, Bilingual Teachers and Karen Nixon, Principal	Student success rate in literacy will increase. Provide opportunities for a positive partnership between school and home based on survey data. Families and students can engage in hands-on learning. Parents will leave with information and resources that they can use in the home to help their child academics.	November	Our first literacy night is scheduled for December 5th.
			January 	It was a good turn out for the December Literacy night. It was a better than last year's participation. Students who attended received a free book and rotated through 8 centers where they practiced skills by creating and interacting with manipulatives. parents received a literature that provided ideas of activities that they can do at home with their child.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	The Spring Literacy Night did not occur due to school closing early.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Pre-K students will also be assessed on Istation Reading and Math monthly.	Teacher, Principal, and Curriculum Dept.	Each student will show 1.5 years growth in Math and Reading for the school year. Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.	November	Tier I Istation Rdg. has increased from the beginning of the year of 58% to 70% in November. Tier I Istation in math at the beginning of the year was at 70% and November Tier I Istation in math was at 77%. Overall 74% of students have met the 1.5 goal in reading.
			January	Tier I Istation has improved from 58% to 72% in Reading and 80% of the students have met the 1.5 goals. In math Tier I has grown from 70% to 76%.
			March	English- Tier I Istation has improved from 58 % to 77% in Reading from Sept. 2019. In math Tier I has grown from 70% to 80%. Spanish- Tier I Istation has improved from 50 % to 77% in Reading from Sept. 2019.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Significant progress made this school year.
				

## Goal 2: 90% Pre-K students will be kindergarten ready based on "Ready Set K" standards in math

**Performance Objective 1:** 90% of Pre-K students will reach "The set" Standard based on Ready Set K of (75%) or beyond in math

**Evaluation Data Source(s) 1:** Ready Set K Reports

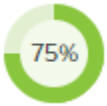

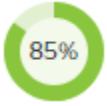

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Continue to work to meet this goal during the upcoming school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for math.	Principal and Curriculum Dept.	Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in math. Teachers will enter monthly ISIP and RSK data into monitoring forms to track growth.	November	Students are target to meet the end of the year goal. This time last year 66% of students mastered the RSK skills in math. mastery level in math on RSK is currently at 72% a 6 % increase. Students who are on Tier II or Tier III on Istation receives small group intervention.
			January	Students are on target to meet the goal of a 90% success rate by the end of the school year. Currently, 81% of Pre-K students have met the goal or beyond.
			March	Student mastery after the 3rd nine weeks on Ready Set K math was 87.6%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	I believe the goal of 90% would have been achieved if the school year had been completed since we were less than 3% from reaching the goal after the 3rd nine weeks.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.	Principal and Curriculum Dept.	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critical. Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks). Effective and Intentional evidence-based decisions/strategies to support learner achievement will be discussed.	November	As a campus 356 walkthroughs have been conducted. 88% usage of power zone, 17% usage of frequent small group purposeful talk, 61% recognize and reinforce and 29% usage writing critically.
			January	509 walkthroughs have been conducted at the end of January (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 18%, Recognize & Reinforce: 63%, Critical Writing: 21%). During the coaching cycle with teachers, each teacher chooses a goal to work toward regarding the fundamental lessons. We discussed challenges, strategies and next steps moving forward.
			March	629 walkthroughs have been conducted by March 13th(Lesson Frame: 95%, Power Zone: 88%, FSGPT: 20%, Recognize & Reinforce: 63%, Critical Writing: 21%). During the coaching cycle with teachers, each teacher chooses a goal to work toward regarding the fundamental lessons. We discussed challenges, strategies and next steps moving forward.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Significant progress made this school year.



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews			
			Months	Evidence of Progress		
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Teachers will meet weekly in PLCs for planning and to discuss data after every checkpoint to improve instruction and student success. Teachers will complete the class analysis form and turn into the principal.</p>	Lead Teacher, Teachers, and Principal	By monitoring data, teachers can make adjustments in instruction. As a result individual student Istation goals will be met and pre-k students will be kindergarten ready.	November	Data talks happen in PLC after each checkpoint. Coaching conferences have started with principal and teachers but are still taking place. Teachers are charting their monthly results of the focus skill for the year monthly.		
				<p>During weekly PLC's teachers share areas of student success and collaborate with colleagues strategies that are working well for them. Teachers are empowered to teach and lead certain areas of the PLC. During the coaching cycle, teachers requested an area that they would like to observe another teacher teaching. Some teachers were requested by the principal to assist a teacher who is struggling in a certain area. Teachers also complete a data analysis sheet after each Istation assessment.</p>		
			January		<p>During weekly PLC's teachers share areas of student success and collaborate with colleagues strategies that are working well for them. Teachers are empowered to teach and lead certain areas of the PLC. Due to school closing in March coaching cycles did not continue to monitor goal progress.</p>	
			March			
			<b>Summative Evaluation</b>			
			Month	<b>Notes &amp; Next Steps Recommendations</b>		
June	Significant progress made this school year.					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Students will meet weekly minute requirements on interventions required on Istation.	Teachers, and administration	Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes. Teachers will pull small groups/individuals for lessons for reteach. Students will practice math skills on Istation based on their Tier level. Tier 1-15 minutes a week. Tier 2-15 minutes twice a week and for Tier 3-15 minutes 3 times a week	November 	Tier I students receive small group support in the classroom. Tier II students receive RTI support in a pull-out twice a week and Tier III students are pulled three times a week for RTI support. Students are monitored weekly by the teacher and principal.
			January 	Tier I students receive small group support in the classroom. Tier II students receive RTI support in a pull-out twice a week and Tier III students are pulled three times a week for RTI support. Students are monitored weekly by the teacher and principal. Teachers also pull students individually and/or in small groups to provide individualized instruction based on students needs.
			March 	Tier I students receive small group support in the classroom. Tier II students receive RTI support in a pull-out twice a week and Tier III students are pulled three times a week for RTI support. Students are monitored weekly by the teacher and principal. Teachers also pull students individually and/or in small groups to provide individualized instruction based on students' needs. A tutor was hired in February to start working with Tier II & III students in math. Students were meeting their minutes up to Spring Break.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	Significant progress made this school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>5) Provide opportunities for teacher's who students are not meeting the academic expectations time to observe a teacher Who has a high success rate.</p>	Principal, coaches and C&I Team	Teachers who receive the additional support will be more effective in meeting the academic needs of their students, and as a result the teacher will feel supported which can increase teacher retention rate. Student academic rate will increase on RSK skills and on Istation. Behavior will increase as well.	November	Teachers will start to observe other teachers 2nd semester. This will be based on teacher needs and based on their own identified growth area.
			January	During weekly PLC's teachers share areas of student success and collaborate with colleagues strategies that are working well for them. Teachers are empowered to teach and lead certain areas of the PLC. During the coaching cycle, teachers requested an area that they would like to observe another teacher teaching. Some teachers were requested by the principal to assist a teacher who is struggling in a certain area.
			March	I would have like to increase teachers observing other teachers during the next school year.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	All teachers were able to share during PLC, work in groups, and present out. I would have like to increase teachers observing other teachers during the next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 6) Provide math resources for parents to use at home.	Teacher and Principal	Parents will play an active role in their child's learning while engaging in a partnership with the school. As a result academic success will improve.	November	Parent and teacher conferences were conducted and over 85% of parents participated in person. Baggies with letters and numbers as well as skill practice sheets are sent home daily. Academic folders are sent home daily for parents to work with their child at home. Parents are asked to sign the academic folder every day.
			January	Teachers are sending resources home so that parents can provide additional practice at home. I paced in a Ziploc bag based on student needs.
			March	Teachers are sending resources home so that parents can provide additional practice at home. I paced in a Ziploc bag based on student needs.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Teachers are sending resources home so that parents can provide additional practice at home. Ziploc bag with letters and numbers based on student needs. Learning Packets and IPADS were sent home with students to use during virtual learning. Some students checked out Square Panda an additional learning resource.			
				




### Goal 3: Carver EEC will increase their average daily attendance to meet or exceed 96% for the year.





**Performance Objective 1:** Campus attendance rate will meet or exceed 96% average daily attendance rate for the 2019-2020 school year.





**Evaluation Data Source(s) 1:** ADA Reports




**Summative Evaluation 1:** No progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Continue to work to meet this goal during the upcoming school year.



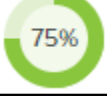

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Have students with perfect attendance name printed in the local newspaper.	Administration and PEIMS clerk	ADA will rise from 94.6% to meet or exceed our campus goal of 96%.	November 	We had a few good weeks of attendance but have not met the attendance goal of 96%.
			January 	Has not happened
			March	Did not get printed
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Students with perfect attendance will be rewarded with an attendance field trip.	Administration	Students will be provided incentives and field trips for meeting attendance goals throughout the year. ADA will rise from 94.63% to meet or exceed our campus goal of 96%.	November 	Students who had perfect attendance were rewarded with a field trip to the Austin Aquarium. 81 students completed the first nine weeks with 100% attendance.
			January 	Students who had perfect attendance were rewarded with a field trip to watch a live performance at Zach Theatre. Only 36 students completed the second nine weeks with 100% attendance.
			March 	Due to early closing as a result OF COVID 19, we were unable to attend a perfect attendance field trip for the 3rd nine weeks.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	Attendance was down -2.2%. A great deal of improvement is needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door.	Administration	ADA will rise from 93% to meet or exceed our campus goal of 96%.	November 	We had a few good weeks of attendance but have not met the attendance goal of 96%. Attendance has been lower than usual.
			January 	Attendance is down a -2% compared to this time last year. There are several incentives in place but not many flags have been hanging in the halls.
			March 	Although a few classes received the attendance flag each week for having at least 96% attendance. Attendance is low.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	Continue to work to meet this goal during the upcoming school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Students with perfect attendance or doctor's documentation will be rewarded at the end of each 20/30 day challenge. And after each nine weeks,	PEIMS Clerk, Teachers & Admin.	Students will be provided attendance incentives. ADA will rise from 94.6% to meet or exceed our campus goal of 96%.	November	Did not happen
			January 	Students are rewarded at the end of each nine weeks with an off-campus field trip. Class incentives are in place. Five classes received a popcorn party for reaching 11 days of 100% attendance.
			March 	Class incentives are in place. Several classes received a popcorn party for reaching 11 days of 100% attendance.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Some Progress

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Attendance Committee to review attendance data monthly and create an action plan based on results of data.	Review campus and individual attendance monthly	ADA will rise from 94.63% to meet or exceed our campus goal of 96%.	November 	The attendance committee has met twice. Home visits have happened for a few chronic absences and teachers call home when a student is absent. Teachers turn in a weekly phone log to the principal.
			January 	The attendance committee has met twice. Home visits have happened for a few chronic absences and teachers call home when a student is absent. Teachers turn in a weekly phone log to the principal. The last meeting worked on letters to be sent home for students with excessive absences. Parents have a scheduled conference on February 14th if their child has excessive unexcused absences. At this meeting, they will be given an attendance behavior plan to review and sign.
			March 	The Attendance Committee did not meet.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Significant improvement is needed.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Positively communicate enrollment, and attendance procedures to campus staff, students and families throughout the year (post on website, front doors, posters and record informative voicemail messages). Meet with parents of students experiencing chronic attendance issues.	PEIMS Clerk, Admin, and Attendance Comm.	ADA will rise from 94.63% to meet or exceed our campus goal of 96%.	November 	Skylert messages, phone calls, and attendance is posted on Carver's social media page. Attendance has decreased by 1.15% from this time last year.
			January 	Skylert messages, phone calls, and attendance is posted on Carver's social media page. Attendance has decreased by 1.15% from this time last year.
			March 	Skylert messages, newsletters, phone calls, and attendance is posted on Carver's social media page. Little improvement made.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Continue to work on improving attendance during the next school year.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





## Goal 4: Carver will provide a positive, safe, and healthy environment for all stakeholders.





**Performance Objective 1:** During the 2019-2020 school year students and staff will be recognized for taking the initiative toward improved wellness.





**Evaluation Data Source(s) 1:** ADA reports, names on character board, and participation in wellness activities.









**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue to work on this during the upcoming school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Healthy Curriculum will be taught weekly during PE on Wellness Wednesday	PE Teacher and Principal Nixon	ADA will increase and students will understand the importance of taking care of their body.	November	Wellness is taught during PE each Wednesday. Attendance has not improved from last year.
				
			January	Wellness is taught during PE each Wednesday. Attendance has not improved from last year.
				
			March	Wellness is taught during PE each Wednesday. Attendance has not improved from last year. Students are able to communicate benefits to exercising and they are able to distinguish between healthy and unhealthy foods. The importance of handwashing is emphasized.
				
			<b>Summative Evaluation</b>	
Month	<b>Notes &amp; Next Steps Recommendations</b>			
June	Significant progress made this school year.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.	Teachers, Counselor and Principal Nixon will monitor lesson plans	ADA will increase to at least 96%. Increased positive behavior on camp. Students and staff will feel safe at school. Teachers will have greater awareness of social/emotional issues that affect students.	November 	Teachers are conducting lessons every Monday on the 7 mindsets. This is observed on lesson plans and during walkthroughs.
			January 	Teachers are conducting lessons every Monday on the 7 mindsets.
			March 	Teachers are conducting lessons every Monday on the 7 mindsets. The staff makes it a point to acknowledge students who are demonstrating skills discussed during the seven mindset lessons . Sometimes students will point it out with their peers when they observe it.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Completed all seven

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.	Nurse, and PE Teacher	Students and staff will be better informed about health and as a result student and teacher attendance will improve from last year. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress throughout the year.	November	The staff had the opportunity to participate in a healthy choice challenge for a week. Emails are sent out periodically to provide staff with ideas to better take care of themselves. For example, taking the time to stretch or do quick exercises throughout the day, to drink plenty of water and to get a good night sleep.
			 40%	
			January	The staff had the opportunity to participate in a healthy choice challenge for a week. Emails are sent out periodically to provide staff with ideas to better take care of themselves. For example, taking the time to stretch or do quick exercises throughout the day, to drink plenty of water and to get a good night's sleep. Teachers are encouraged to use the bands that were given to them a few times during the day,
			 60%	
			March	The staff had the opportunity to participate in a healthy choice challenge for a week. Emails are sent out periodically to provide staff with ideas to better take care of themselves. For example, taking the time to stretch or do quick exercises throughout the day, to drink plenty of water, and to get a good night's sleep.
			 75%	
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	Significant progress made this school year.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Provide SEL and CRASE training for teachers.	Principal Nixon	ADA will improve to at least 96% because teachers feel prepared and students feel safe.	November 	Crase training was conducted on the campus as well as SEL training in September. Nine staff members participated in the Stop the Bleed training.
			January 	Completed with 100% staff completion.
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Goal Achieved
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	

**Lockhart Independent School District**  
**Clear Fork Elementary**  
**2019-2020 Formative Review with Notes**

**Accountability Rating: C**

# Mission Statement

Clear Fork Elementary will provide our students with meaningful learning experiences that foster deep roots in our community and develop the skills and confidence needed to soar to new heights.

## Vision

Clear Fork Elementary students will feel cherished and capable of anything!

## Core Beliefs

We will face challenges without fear of failure because we know we are loved and have the grit needed to stay the course and succeed.

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# Goal 1: Every student (K-5) will make 1.5 years progress in reading during the 2019-2020 school year.





**Performance Objective 1:** During the 2019-2020 school year, 70 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.





**Evaluation Data Source(s) 1:** ISIP Reports 2020 STAAR Reading District Assessments Running Records Anecdotal Notes









**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with goal. Incomplete data due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Strategy: Guided Reading</p> <p>Level readers will be used during guided reading lessons to teach research-based reading strategies. Teachers will provide specific academic feedback aligned to each student's individual reading strengths and needs.</p>	<p>Principal-Lead Assistant Principal RtI Lead Teacher Instructional Coaches Classroom teachers</p>	<p>Students will apply specific research-based reading strategies as measured by running records, common assessments, district checkpoints and monthly ISIPs.</p> <p>Fundamental Five walkthrough data from guided reading observations will be used to measure the frequency of recognizing and reinforcing. Data will be reviewed during quarterly data talks with teachers.</p>	November	1st round of data talks took place in mid October-guided reading needs and checkpoint data was reviewed Fundamental Five walkthroughs data show 73% recognizing and reinforcing student efforts End of October K-5th grade Reading progress for 1.5 60%
			January	Fundamental Five walkthrough data shows 75% recognizing and reinforcing student efforts February K-5th Reading progress for 1.5 years growth is 72%
			March	Fundamental Five walkthrough data shows 76% recognizing and reinforcing student efforts March K-5th Reading progress for 1.5 years growth is 73%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Fundamental Five walkthrough data shows 76% recognizing and reinforcing student efforts March K-5th Reading progress for 1.5 years growth is 73% No additional data available due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Strategy: Word Count Goals</p> <p>Students will set goals for the number of words they will read each month as measured by Accelerated Reading Tests.</p> <p>Suggested Word Count Middle of Year (MOY) and End of Year (EOY) Goals per Grade Level:</p> <p>Kindergarten MOY 6,000 EOY 15,000</p> <p>First MOY 15,000 EOY 30,000</p> <p>Second MOY 50,000 EOY 100,000</p> <p>Third MOY 120,000 EOY 300,000</p> <p>Fourth MOY 250,000 EOY 625,000</p> <p>Fifth MOY 400,000 EOY 1,000,000</p>	Principal Assistant Principal Classroom Teachers Librarian-Lead	<p>Increase in words read will raise reading proficiency levels as measured by monthly ISIP reports and district assessments.</p> <p>Word count achievements will be recognized during monthly assemblies and on hallway bulletin boards.</p>	<p>November</p> 	Our current school-wide words read is 21, 614, 259. *students are tracking their progress *class party for the class in each grade level with highest word count and passing rates *picture poster for student with highest word count from each grade posted in cafeteria and acknowledged at monthly assembly *weekly update of word count included in parent newsletter
			<p>January</p> 	Current School-wide word count: 36, 081, 469 Additional incentives have been added to increase word count and reading: *\$100 value book basket will be awarded to the most improved class during the April Book Fair *75,000,000-Word Count Goal gauge placed in the cafeteria-updated weekly 6 students have read 1,000,000 words
			<p>March</p> 	Current School-wide word count: 44, 937, 219 Additional incentives have been added to increase word count and reading: *\$100 value book basket will be awarded to the most improved class during the April Book Fair *75,000,000-Word Count Goal gauge placed in the cafeteria-updated weekly 9 students have read 1,000,000 words
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	End of year school-wide word count: 47, 365, 581. Continue word count goal. Plan for beginning of the year kick-off activity to jump start word counts.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Strategy: WIN "What I Need" Time</p> <p>Every student will receive additional specialized instruction (WIN-What I Need) from classroom teachers, instructional aides, Response to Intervention (RtI) Lead teachers, Dyslexia teacher and special education teachers. Grouping and instructional focus will be based on multiple data sources to meet their specific reading strengths and needs. This includes students receiving special education and gifted and talented services.</p>	Principal Assistant Principal RtI Lead Teacher-Lead	<p>By the end of the school year:</p> <ul style="list-style-type: none"> <li>* 80% of students will perform and receive support at the Tier 1 (on or above level)</li> <li>*15 % of students will perform and receive support at the Tier 2 (slightly below level)</li> <li>*No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level)</li> </ul> <p>Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).</p>	November 	Istation September to November Kindergarten: Tier 1 47 to 48 Tier 2 22 to 30 Tier 3 32 to 22 First Grade: Tier 1 34 to 43 Tier 2 23 to 28 Tier 3 44 to 28 Second Grade: Tier 1 59 to 69 Tier 2 22 to 20 Tier 3 19 to 14 Third: Tier 1 56 to 69 Tier 2 26 to 21 Tier 3 18 to 10 Fourth Grade: Tier 1 59 to 67 Tier 2 17 to 16 Tier 3 24 to 17 Fifth Grade: Tier 1 58 to 68 Tier 2 29 to 22 Tier 3 14 to 10
			January 	Istation Tier Growth September to February Kindergarten: Tier 1 47 to 53 Tier 2 22 to 27 Tier 3 32 to 21 First Grade: Tier 1 34 to 42 Tier 2 23 to 24 Tier 3 44 to 34 Second Grade: Tier 1 59 to 65 Tier 2 22 to 19 Tier 3 19 to 16 Third: Tier 1 56 to 72 Tier 2 26 to 19 Tier 3 18 to 8 Fourth Grade: Tier 1 59 to 59 Tier 2 17 to 20 Tier 3 24 to 20 Fifth Grade: Tier 1 58 to 68 Tier 2 29 to 19 Tier 3 14 to 12
			March 	Istation Tier Growth September to March Kindergarten: Tier 1 47 to 49 Tier 2 22 to 30 Tier 3 32 to 21 First Grade: Tier 1 34 to 41 Tier 2 23 to 32 Tier 3 44 to 27 Second Grade: Tier 1 59 to 69 Tier 2 22 to 21 Tier 3 19 to 10 Third: Tier 1 56 to 74 Tier 2 26 to 13 Tier 3 18 to 14 Fourth Grade: Tier 1 59 to 61 Tier 2 17 to 19 Tier 3 24 to 19 Fifth Grade: Tier 1 58 to 71 Tier 2 29 to 16 Tier 3 14 to 12
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	No April or May data due to COVID-19. Plan to continue providing focused instruction to close gaps and accelerate learning for all students.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Strategy: Parental Involvement</p> <p>Clear Fork will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents and community members. (Ex. Camp Out with a Good Book, Buddy Reading and Read-Union)</p>	Principal Assistant Principal Classroom Teachers-Lead	<p>Students will learn strategies from reading role models that will help to increase reading proficiency levels as measured by running records, common assessments, district assessments and monthly ISIP reports.</p> <p>Parents will learn high-yield strategies to support reading at home with their child.</p>	November 	Fall Activities to Date: Weekly Buddy Reading, Storybook Character Parade and guest readers
			January 	Additional Fall/Spring Activities: Snuggle in with a Good Book-Parents and Community invited to come read a book. Students wore pjs and read books.
			March 	Camp Out with a Good Book and Clear Fork Read Union are planned for April.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
June 	Unable to complete all literacy-based parent and community events due to COVID-19. Plan to schedule similar events during 2020-2021 school year.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





## Goal 2: Every student (grades K-5) will make 1.5 years progress in math during the 2019-2020 school year.

**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades K-8 will make 1.5 years of growth progress in math.

**Evaluation Data Source(s) 1:** Dreambox (Kindergarten and First Grade only) Monthly Renaissance Math Assessment (2nd-5th only) 2019 STAAR Math Reflex Math District Assessments

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with goal. Incomplete data due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>1) Strategy: Student Agency</p> <p>All students will establish a math-related goal and monitor progress.</p> <p>Fourth and fifth grade students will conduct student-led conferences during the beginning of year (BOY), middle of year (MOY) and end of year (EOY).</p> <p>Kindergarten through third grade students will conduct EOY conferences.</p>	<p>Principal-Lead Assistant Principal Classroom Teachers</p>	<p>4th and 5th grade students will develop student agency as measured by beginning of year (BOY), middle of year (MOY) and end of year (EOY) surveys.</p> <p>Increased ownership of learning will raise math achievement as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade), common assessments and district checkpoints.</p>	<p>November</p> 	<p>4th and 5th grade students were encouraged to attend parent-teacher conference during October. Student who attended were able to share specific strengths and needs. 4th and 5th grade students were surveyed in September. Results of the survey were as follows: 44.9% 4th grade and 49.3 % 5th grade students have high expectations for themselves 68% 4th grade and 69% 5th grade students can tell you an academic strength 57.9% 4th grade and 54.9% 5th grade students can tell you an academic need 51.3 % 4th grade and 77.5% 5th grade students feel they are able to make decisions about their own learning</p>
			<p>January</p> 	<p>*4th and 5th grade students will participate in student-led conferences - mid-February *4th and 5th grade students were surveyed in February-4th and 5th % combined. Results of the survey were as follows: 52 % students have high expectations for themselves 73% students can tell you an academic strength 58% students can tell you an academic need 62% students feel they are able to make decisions about their own learning</p>
			<p>March</p> 	<p>3rd-5th grade students conferenced with teachers following the Math Benchmarks. Students established TEKS-specific goals and tracked their weekly progress.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>54% of students achieved 1.5 years growth in March. No new data due to COVID-19.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Strategy: Math Talks</p> <p>Teachers will use daily Math Talks to build content knowledge, math vocabulary and increase the use of efficient math strategies.</p>	Principal-Lead Assistant Principal District Instructional Coaches	<p>Student math growth will increase as measured by Dreambox (Kindergarten and First Grade), RenMath (2nd-5th grade) and district assessments due to providing opportunities for discourse among students.</p> <p>Fundamental Five walkthrough data from Math Talks observations will be used to measure the frequency of small-group, purposeful talk. Walkthrough data will be reviewed during quarterly data talks with teachers.</p>	November	1st round of data talks took place in mid October-math talk needs and checkpoint data was reviewed PLCs devoted to developing understanding of critical attributes of Math Talks such as student to teacher talk time. Fundamental Five walkthroughs data show 18% small-group , purposeful talk. End of October K-1 grade Math Progress for 1.5 35% 2nd-5th grade Math Progress for 1.5 52%
			January	End of January Math Progress for 1.5 Years Growth: K-1st: 25% 2nd-5th: 44%
			March	End of February Math Progress for 1.5 Years Growth: K-1st: 30% 2nd-5th: 57% 2nd Round of 1 on 1 Data Talks were held with teachers on March 10th and 12th. Fundamental Five Data was reviewed: School-wide 19% (20% is considered "good")
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	54% of students achieved 1.5 years growth in March. No new data due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Strategy: Parental Involvement</p> <p>STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families.</p>	Principal Assistant Principal Classroom Teachers-Lead	<p>Student math growth will increase as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade) and district assessments due to providing hands on activities for students and parents.</p> <p>Family engagement activities will be available for checkout on a daily basis.</p>	November	STEAM Night is scheduled is scheduled for January 14th. Students are currently working on Science Fair projects.
			January	STEAM Night was held on January 14th. Parents will be invited to visit classes to participate in math instruction during Texas Public School Week March 2nd-6th.
			March	Parents were invited to attend Math Monday during Texas Public School Week. Parents participated in math lessons and activities in their child's classroom.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Unable to provide Additional Parental Involvement Math activities due to COVID-19. Distance learning activities were provided.			



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Goal 3: Every student (grade K-5) will make progress in writing during the 2019-2020 school year.





**Performance Objective 1:** In 2020, 4th grade students will reach 65% Approaches, 40% Meets and 20% Masters on STAAR Writing.







Every student will write at a 3 or 4 level as determined by writing rubrics.

**Evaluation Data Source(s) 1:** STAAR Writing data District Assessments Rubrics

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with goal. Incomplete data due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Strategy: Research-based Writing Curriculum</p> <p>Kindergarten teachers will use Matt Glover writing curriculum to develop writing skills.</p> <p>First through fifth grade teachers will use Patterns of Power Writing curriculum to develop writing skills.</p> <p>Additionally, third and fourth grade will use Be A Writer curriculum to further develop writing skills.</p> <p>Kindergarten through fifth grade students will write daily during their writing block.</p>	Principal-Lead Assistant Principal Classroom Teacher	<p>Individual student writing portfolios will be used to showcase student growth.</p> <p>Rubrics will be developed and used to measure and monitor growth.</p> <p>Growth will be reviewed with each teacher during quarterly data talks.</p>	November	Rubrics were developed for each grade level to use to measure and monitor writing growth.
				
			January	31% of K-5th grade students are currently writing at a 3 or 4 level per January writing samples. January Writing Benchmark Scores: 42% Approaches 23% Meets 5% Masters Action plan was created and weekly assessments will be used to monitor progress in preparation for April STAAR writing test.
				
			March	47% of K-5th Grade students are currently writing at a 3 or 4 level per February writing samples.
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June	No new data due to COVID-19. Continue goal in 2020-2021 Matt Glover training during summer break. District purchasing additional materials to support Patterns of Power needs.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>2) Strategy: Parental Involvement</p> <p>Clear Fork will host a spring Writing Showcase. Students' published work will be shared.</p> <p>Families will have the opportunity to write and publish together.</p>	<p>Principal Assistant Principal Librarian Classroom Teachers-Lead</p>	<p>Student writing proficiency levels will increase as they routinely experience the writing process as measured by writing rubrics.</p> <p>Parents will develop ideas for supporting writing at home.</p>	November	Writing showcase is scheduled for March 4th
			January	Writing committee is finalizing plans for our March 4th Writing Showcase.
			March 	Parents and community members participated in our Writing Showcase. Published works were shared and new books were written and published. Parent and child created books will be kept in the library for others to enjoy.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Parents and community members participated in our Writing Showcase. Published works were shared and new books were written and published. Parent and child created books will be kept in the library for others to enjoy.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





## Goal 4: Clear Fork Elementary faculty and students will meet or exceed 97% average daily rate for the 2019-2020 school year.

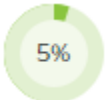
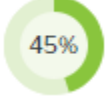


**Performance Objective 1:** Campus attendance rate for faculty and students will meet or exceed 97% average daily attendance rate for the 2019-2020 school year.

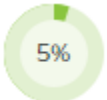

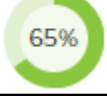

**Evaluation Data Source(s) 1:** ADA report Frontline


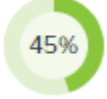
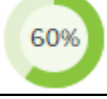

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective


**Next Year's Recommendation 1:** Possible adjust goal due to COVID-19. Consider participation goal to account for online learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Strategy: Goal Setting</p> <p>Students will establish goals and monitor their attendance.</p>	Principal Assistant Principal Classroom Teacher-Lead	<p>CFE's ADA will rise from 95.65% to 97%.</p> <p>97% Attendance and Perfect attendance will be recognized during monthly school-wide assemblies.</p> <p>Monthly , semester and end-of-year incentives will be awarded for teachers and students.</p>	November	Current attendance rate for the year is 95.88 Class incentive to spell out the word ATTENDANCE for perfect attendance. Grade level with the highest attendance earns a walking field trip to Dairy Queen. Brag tags awarded for perfect attendance.	
				January	Current attendance rate for the year is 95.88 Incentives and daily monitoring continue. Parent meetings to address attendance concerns are routinely held. Kindergarten and first grade have the lowest attendance rates. 4th and 5th grade have the highest attendance rates.
				March	Current attendance rate for the year is 95.37 Incentives and daily monitoring continue. Parent meetings to address attendance concerns are routinely held.
				<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>	
			June	No new data due to COVID-19. May need to modify attendance goals due to possible changes/additional options such as online/hybrid models.	
					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>2) Strategy: Restorative Practices</p> <p>Teachers received pre-service professional development on restorative practices.</p> <p>Teachers will teach extended lessons on restorative practices during the first 3 weeks of school.</p> <p>School-wide restorative circles will take place from 7:35-7:50 each day.</p> <p>Restorative questions will be used when addressing individual disciplinary infractions.</p>	Principal Assistant Principal-Lead Counselor	Restorative practices will increase time on task, strengthen teacher and student relationships and ultimately increase attendance rates.	November	Current attendance rate for the year is 95.37 Daily morning meetings taking place.	
				January	Current attendance rate for the year is 95.88 Daily class meeting are a vital part of our school culture. Disciplinary concerns are address with a consistent line of restorative questions and practices. Parents report students are now using some of the restorative language at home.
				March	Current attendance rate for the year is Daily class meeting are a vital part of our school culture. Disciplinary concerns are address with a consistent line of restorative questions and practices. Parents report students are now using some of the restorative language at home.
				<b>Summative Evaluation</b>	
				Month	<b>Notes &amp; Next Steps Recommendations</b>
				June	No new data due to COVID-19. May need to modify attendance goals due to possible changes/additional options such as online/hybrid models.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Improve low-performing schools 3) Strategy: 7 Mindsets</p> <p>Every classroom will teach a 7 Mindsets lesson each Monday.</p> <p>Positive referrals (Mindset Masters) will be used to recognize students and faculty.</p>	Principal Assistant Principal Counselor-Lead	7 Mindsets will create a universal language across the campus and district. Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.	November	Current attendance rate for the year is 95.37 Monthly mindset assemblies Weekly Mindset lessons Ongoing Mindset Master referrals and recognition
				
			January	Current attendance rate for the year is 95.88 Year to date positive referrals: 99
				
			March	Current attendance rate for the year is Year to date positive referrals: 121
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	No new data due to COVID-19. May need to modify attendance goals due to possible changes/additional options such as online/hybrid models.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>4) Strategy: Civilian Response to Active Shooter Events (CRASE) , Barbara Marek and Standard Response Protocol (SRP)</p> <p>All teachers received CRASE, Barbara Marek and SRP training at the beginning of the school year.</p> <p>Students will receive SRP training.</p> <p>Monthly safety drills will be conducted.</p>	Principal Assistant Principal-Lead	<p>Teachers will have an increased awareness of sensitive issues.</p> <p>Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.</p>	November 	All staff participated in CRASE training and Barbara Marek training in August. Current attendance rate for the year is 95.88 Monthly safety drills
			January 	Current attendance rate for the year is 95.37 Tourniquet training for all staff members
			March 	Monthly drills continue and fencing was added to our campus perimeter.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	No new data due to COVID-19. May need to modify attendance goals due to possible changes/additional options such as online/hybrid models.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>5) Strategy: Frequent Physical Activity</p> <p>Students will 30 minutes of recess each day in addition to a 10 minute recess at the end of each lunch period.</p> <p>Student will take frequent movement- "Brain Breaks" throughout the day.</p> <p>Students will attend PE classes a minimum of 2 days a week.</p> <p>Special areas will "Free Choice Fridays" where students will choose between attending activities in Art, Music or PE.</p>	Principal Assistant Principal PE Teacher	<p>Increase physical movement will improve the overall health of students and increase the attendance rate.</p> <p>Free choice Friday will encourage students to attend school on Fridays and increase student agency as measured by Beginning, Middle and End of Year surveys (completed by 4th and 5th grade students).</p>	November	Current attendance rate for the year is 95.88 51.3 % 4th grade and 77.5% 5th grade students feel they are able to make decisions about their own learning
			January	Current attendance rate for the year is 95.88 61% of our 4th and 5th grade students feel they are able to make decisions about their own learning per our middle of the year student agency survey.
			March	Current attendance rate for the year is 95.37 No new student surveys have been conducted. EOY survey is scheduled for May.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	No new data due to COVID-19. May need to modify attendance goals due to possible changes/additional options such as online/hybrid models.
				

**Lockhart Independent School District**  
**Lockhart High School**  
**2019-2020 Formative Review with Notes**

**Accountability Rating: C**



**Public Presentation Date:** September 19, 2019

# Mission Statement

The mission of the faculty and staff at Lockhart High School is to educate, inspire passion, instill pride, and create a positive atmosphere that supports developing citizens who take responsibility for their choices and make a contribution in an ever evolving world.

## Vision

All students will strive for excellence through continuous improvement and they will graduate prepared for personal success in their career and life.

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## **Goal 1: All students will demonstrate academic growth.**

**Performance Objective 1:** At the end of the 2019-2020 school year, the percentage of students meeting STAAR standards for all STAAR EOCs will demonstrate an increase in the following amounts:

For English I and English II:

Approaches will increase by at least 15% ;

Meets will increase by at least 10%; &

Masters will increase by at least 5%.

For Algebra 1, Biology, and US History:

Approaches will increase by at least 10% ;





Meets will increase by at least 10%; &



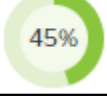

Masters will increase by at least 5%.





**Evaluation Data Source(s) 1:** Checkpoint Data & Interims PLC Cycle Implementation Fundamental Five Power Walk & Walkthrough Data Lesson Plans

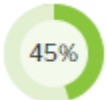

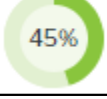

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Redesign systems and structures for the 2020-21 school year


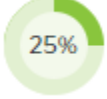
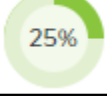

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.</p>	<p>LHS Administration Lead Teachers Teachers</p>	<p>Immediate reteach and interventions will take place after each assessment based on testing results. Administration will lead the first cycle of PLC work with the expectation that lead teachers will transition to facilitating PLC work. Administration should be present in all PLCs.</p>	<p>November</p> 	The PLC process has been implemented. The transition for lead teachers to take over the process in place and being implemented. Going into the next checkpoint lead teachers should be ready to facilitate the process.
			<p>January</p> 	We are re-establishing PLC structure. New administration is implementing new procedures in place.
			<p>March</p> 	As of March 13, all departments have implemented the revised PLC protocols into weekly meetings with considerable progress.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	Significant progress was made up until the shutdown. We will continue to refine these protocols for the 2020-21 school year.



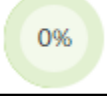





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) All High School teachers in academic core subjects will receive training on how to access accommodations and modifications on Eduphoria.	HS Administration SPED Lead Teachers	Teachers will know the importance of modifications and how they impact students' disabilities. Use of accommodations will be evident in classroom walkthroughs. 90% of SPED students will maintain or demonstrate progress on State assessments.	November	Teachers received training during August In-Service. A refresher will be offered during the second semester for all teachers.
				
			January	Teachers are provided all accommodations through eduphoria and a powerpoint presentation showing the process of how to utilize data in eduphoria. Planning a training update by March 2020.
				
			March	As of March 13, no follow up training has been provided.
				
			<b>Summative Evaluation</b>	
		Month	Notes & Next Steps Recommendations	
		June	More support is necessary and is being planned for August 2020.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>3) High School administrators and lead teachers will receive training on Powerwalks and Fundamental 5 and conduct PowerWalk walk throughs that will set the expectation for core instructional practices in all classrooms.</p>	<p>LHS Administration High School Trained HS Lead Teachers</p>	<p>The quality of tier one instruction will improve and lead to more students making academic progress than compared to the previous year. Further, Fundamental 5 Powerwalks data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.</p>	<p>November</p> 	<p>All administrators have been trained. Lead teachers will be trained in the Spring of '20. 1036 PowerWalks 64% Lesson Frame 47% Power Zone 17% FSGPT 16% R/R 36% Critical Writing</p>
			<p>January</p> 	<p>New administration will utilize the data feature for power walks coaching after 15 classroom visits. Each administrator will meet with their assigned department.</p>
			<p>March</p> 	<p>As of March 13, very few coaching sessions have occurred.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>A complete restructuring of the approach to observation and feedback is needed. Administration has begun the planning for full implementation in August 2020.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>4) Lockhart High School will implement a writing across all content areas program.</p>	<p>LHS Administration</p> <p>Lead Teachers</p>	<p>Department meetings will see improvement during quarterly meetings to review writing samples. Proficiency in writing based on campus rubric and EOC STAAR scores will demonstrate that all students will be able to maintain or demonstrate progress from their previous performance in their most recent comparable STAAR EOC efforts.</p>	<p>November</p> 	<p>Teachers have been provided with training regarding writing activities that can be used in their classrooms. At the moment the campus is at 36% for Critical Writing being observed during PowerWalks.</p>
			<p>January</p> 	<p>In February writing will begin to be collected for all ELs, but the writing is emphasized with all students.</p>
			<p>March</p> 	<p>As of March 13, all departments are implementing writing assignments.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>5) Students, teachers, and principals will maintain a self monitoring data reflection sheet or an electronic data binder that details how students are progressing and action steps being taken to intervene when necessary.</p>	<p>LHS Administration</p> <p>Lead Teachers.</p>	<p>Students will be able to self monitor their progress, develop goals and hold themselves accountable for their progress on their STAAR EOC exams. Teachers and principals will be able to identify strengths and weakness of students and host data conversations.</p>	<p>November</p> 	Data forms are used during the PLC process to monitor student progress.
			<p>January</p> 	Although teachers in PLCs use data to drive instruction, very few teachers have used any form of student self-monitoring.
			<p>March</p> 	
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Submission of weekly lesson plans.	LHS Administration Lead Teachers Teachers	Clear evidence of the district approved curriculum will be apparent in lesson plans and instructional practices.	November 	Lesson plans are being submitted but a system to monitor teachers' submission of their lesson plan needs to be established.
			January 	There is still no systematic monitoring of lesson plans
			March 	As of March 13, there is still no systematic monitoring of lesson plans for all teachers. Teachers for whom additional support has been identified have lessons monitored by an administrator.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A new structure of monitoring lesson plans will be put in place for the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 7) Implement the tenets of the Fundamental 5.	LHS Administration	Implementation will be at the following rates: Lesson Frame - 85% Power Zone - 60% Frequent Small Group Purposeful Talk - 20% Recognize & Reinforce - 20% Write Critically - 15%	November 	1036 Power Walks 64% Lesson Frame 47% Power Zone 17% FSGPT 16% R/R 36% Critical Writing
			January 	1583 Power Walks 64% Lesson Frame 48% Power Zone 8% FSGPT 13% R/R 35% Critical Writing
			March 	As of March 13: 1713 Power Walks 63% Lesson Frame 47% Power Zone 8% FSGPT 13% R/R 35% Critical Writing
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A new structure of implementing Fundamental 5 will be put in place for the 2020-21 school year.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	



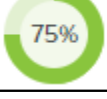

**Goal 1:** All students will demonstrate academic growth.









**Performance Objective 2:** At the end of the 2019-2020 school year, the percentage of students earning a STAAR progress measure in English II and Algebra 1 will show that all first time tested students will earn a progress measure in English II and Algebra 1. The percentage of students earning a 2 in English II and Algebra 1 for a progress measure will increase by 20%

**Evaluation Data Source(s) 2:** STAAR EOC Results in English II and Algebra 1.

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Redesign systems and structures for the 2020-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Common checkpoint assessments will be implemented to monitor our English and Mathematics curriculum. Data and actions will be documented in principal and teacher electronic data folders.</p>	<p>LHS Administration LHS Lead Teachers</p>	<p>Immediate reteach and interventions will take place after each assessment based on ER checklist. Students will demonstrate an a rate of improvement equal or great to 80% showing improvement.</p>	<p>November</p> 	<p>Common checkpoints are given in all tested areas. The PLC process has data tracking sheets that are used.</p>
			<p>January</p> 	<p>Common checkpoints are given in all tested areas. The PLC process has data tracking sheets that are used. Work has begun on more effective action planning.</p>
			<p>March</p> 	<p>Common checkpoints are given in all tested areas. The PLC process has data tracking sheets that are used. As of March 13, all EOC-tested subject area teams began using new action planning protocols.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>Checkpoints and monitoring were in place., but interventions were lacking or ineffective.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 2) Blended learning will be implemented in all English II and Algebra 1 classes.	LHS Administration LHS Lead Teachers	Students will be allowed to work in an environment where interventions are targeted to their individual needs.	November 	Reading plus is being used in English classes. Edgenuity is being used in Algebra 1 classes.
			January 	Limited use of station rotations has been implemented.
			March 	No new progress as of March 13
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June 	Initiative will be continued with more support for Algebra 1.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





**Goal 1:** All students will demonstrate academic growth.


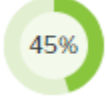
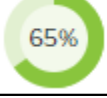





**Performance Objective 3:** For the 2019-2020 school year, the EL and SPED student groups in the Closing the Gaps domain will meet or exceeds the state targets.

**Evaluation Data Source(s) 3:** All STAAR EOCs, Checkpoints, Benchmarks, & TELPAS.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Redesign systems and structures for the 2020-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Establish Professional Learning Communities meetings that follow cyclical processes to review disaggregated reading data for EL and SPED focus groups and develop action steps.</p>	<p>Mr. Castro Lead Teachers</p>	<p>Teachers will have administrative support in making adjustments to ensure SPED and EL students are on track to meet academic targets.</p>	<p>November</p> 	<p>The PLC process has been implemented and reading data for EL and SPED students are being discussed and plans are in place to address their needs.</p>
			<p>January</p> 	<p>We are re-establishing PLC structure. New administration is implementing new procedures in place.</p>
			<p>March</p> 	<p>As of March 13, all departments have implemented the revised PLC protocols into weekly meetings with considerable progress.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>PLC teams will continue to improve structures for the 2020-21 school year.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.	LHS Administration Lead Teachers Teachers	Immediate reteach and interventions will take place after each assessment based on testing results. Administration will lead the first cycle of PLC work with the expectation that lead teachers will transition to facilitating PLC work. Administration should be present in all PLCs.	November 	The PLC process has been implemented and all testing data are being discussed in the appropriate subject PLC. Plans are in place to address academic needs.
			January 	We are re-establishing PLC structure. New administration is implementing new procedures in place.
			March 	As of March 13, all departments have implemented the revised PLC protocols into weekly meetings with considerable progress.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	PLC teams will continue to improve structures for the 2020-21 school year.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





## Goal 2: To provide an academic program that prepares all students for post-secondary success.



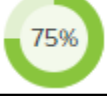

**Performance Objective 1:** To provide students with the skills to meet TSI requirements in Reading, Writing, and Mathematics. Students successfully meeting college ready standards on the TSI reading, writing, and mathematics exams will increase by 10% for the 2019-2020 school year when compared to the 2018-2019 school year.









**Evaluation Data Source(s) 1:** TSI data for the graduating class of 2020.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Redesign systems and structures for the 2020-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.	LHS Administration Lead Teachers Teachers	Immediate reteach and interventions will take place after each assessment based on testing results.	November 	The PLC process has taken steps to identify resources that can be used to facilitate this process for non-STAAR core subjects.
			January 	Restablishing PLC's has resulted in reorganize procedures and structure. Implementation has not been consistent campus wide .
			March 	As of March 13, all departments have implemented the revised PLC protocols into weekly meetings with considerable progress.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	PLC teams will continue to improve structures for the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>2) Common checkpoint assessments will be implemented to monitor our English and Mathematics curriculum. Data and actions will be documented in principal and teacher electronic data folders.</p>	<p>LHS Administration</p> <p>LHS Lead Teachers</p>	<p>Immediate reteach and interventions will take place after each assessment based on ER checklist. Students will demonstrate a rate of success which is equal or great to 10%.</p>	<p>November</p> 	<p>The PLC process has taken steps to identify resources that can be used to facilitate this process for non-STAAR core subjects.</p>
			<p>January</p> 	<p>Checkpoints are given every 6 weeks. Data is analyzed on the following week in PLC's. Need clarification on what "electronic data folders are." This may or may not have been implemented already.</p>
			<p>March</p> 	<p>Common checkpoints are given in all tested areas. The PLC process has data tracking sheets that are used. As of March 13, all EOC-tested subject area teams began using new action planning protocols.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>Checkpoints and monitoring were in place., but interventions were lacking or ineffective.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college 3) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.	LHS Administration  Counseling Staff  College & Career Adviser	Provide students with information and access to representatives of institutions of higher education.	November 	A college and career fair was planned in December for the class of 2020 but has been rescheduled for January.
			January 	Seniors received a college and career fair. A plan to implement the same for Juniors is on the books, but dates and structure are still in planning stages.
			March 	No new progress as of March 13
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A master calendar of CCMR supports and events is being developed for the 2020-21 school year
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





**Goal 2:** To provide an academic program that prepares all students for post-secondary success.



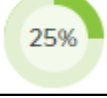



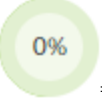

**Performance Objective 2:** To provide all CTE students with an opportunity to earn certification in their chosen pathway.

**Evaluation Data Source(s) 2:** The number of students in the class of 2020 earning a CTE certification.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue to improve the opportunities for students to earn certifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Implementation of the district PLC process and use the process to analyze the number of students earning a certification.</p>	<p>LHS Administration</p> <p>CTE Teachers</p>	<p>Allow for reteach and interventions to take place after each PLC meeting.</p>	<p>November</p> 	The PLC process has been implemented and CTE teachers are analyzing their certification data to help as many students obtain a certification.
			<p>January</p> 	CTE PLC are successful and following the data cycle.
			<p>March</p> 	As of March 13, CTE PLC are successful and following the data cycle.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	PLC teams will continue to improve structures for the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college 2) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.	LHS Administration  Counseling Staff  College & Career Adviser	Provide students with information and career paths information by working professionals to increase interest and motivation to want to complete a certification.	November 	A college and career fair was planned in December for the class of 2020 but has been rescheduled for January.
			January 	Each CTE teacher has created a certification for their pathway.
			March 	No new progress as of March 13
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A master calendar of CCMR supports and events is being developed for the 2020-21 school year
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





**Goal 2:** To provide an academic program that prepares all students for post-secondary success.




**Performance Objective 3:** To provide all students in the class of 2020 with access to information regarding all branches of the military.





**Evaluation Data Source(s) 3:** The number of students entering the military.

**Summative Evaluation 3:** Met Performance Objective

**Next Year's Recommendation 3:** Continue to improve the opportunities for students to be exposed to information regarding all branches of the military

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Connect high school to career and college 1) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.</p>	<p>LHS Administration Counseling Staff College &amp; Career Adviser</p>	<p>Provide students with the information which will provide students insight to career paths from current and former soldiers.</p>	November	A college and career fair was planned in December for the class of 2020 but has been rescheduled for January.
				
			January	Military personal were present at the senior career fair (Army & Navy), and ASVAB was offered to all seniors.
				
			March	
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June		
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college 2) Provide military recruiters the appropriate space and time to talk to students while on campus.	LHS Administration  Counseling Staff  College & Career Adviser	Provide students with information and career paths information by working professionals. ,	November	Military recruiters are allowed to use the College and Career Center and cafeteria to meet with potential student candidates for the military.
			 75%	
			January	Recruiters are present and accessible to all students during lunches and regular campus visits.
			 100%	
			March	
			 100%	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
			 100%	




 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue




**Goal 2:** To provide an academic program that prepares all students for post-secondary success.









**Performance Objective 4:** At the end of the 2019-2020 school year, the number of advanced courses being offered will increase by at least 4 courses for the following school year, LHS will retain at least 80% of the current students participating in the advanced academic program, and increase the total number of students participating in the advanced academic program by 10%.

**Evaluation Data Source(s) 4:** 2019-2020 School Year Master Schedule 2020-2021 School Year Master Schedule 2019-2020 Course Request 2020-2021 Course Counts

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 1) 2020 LHS Showcase	Ms. Narvaez	Recruit new students into the advanced academic program.	November	The showcase will take place in the Spring of '20.
			January 	Showcase/Advanced Academic Night implemented Jan 28th
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college 2) 2020 Advanced Academic Night	Ms. Narvaez Ms. Andrews Ms. Powell	Recruit and retain students into the advanced academic program.	November	The Advanced Academic Night will take place in the Spring of '20.
			January 	Showcase/Advanced Academic Night implemented Jan 28th
			March 	
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college 3) The continuation of an Advanced Placement Committee (APC)	Ms. Narvaez  Advanced Academic Committee	The APC will meet to discuss and develop plans to increase course offerings, develop strategies and a plan to recruit new students and retain current students, and to actively promote the Advanced Placement program at LHS.	November	The committee has been formed but has not met. The opportunities for them to have an impact will present itself in the Spring of '20.
			 25%	
			January	No progress
			 0%	
			March	
				
			<b>Summative Evaluation</b>	
<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>			
June				
				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				




### Goal 3: In 2020, Lockhart High School will increase the average daily attendance rate for the 2019-2020 school year.




**Performance Objective 1:** At the end of the 2018-2019 school year, the attendance rate at the high school was 93.77%. This rate will increase to 96.0% by the end 2019-2020 school year.




**Evaluation Data Source(s) 1:** Attendance Data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Attendance rate as of 3/13/20 was 93.76%. Improvements to structures and protocols for attendance will be improved for the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) LHS will establish grade level attendance procedures to monitor student attendance which will include daily monitoring of student attendance, meetings with students who have 3 or more unexcused absences, parent contact by grade level administrator and/or counselor for 7 absences. Attendance Improvement Plan will be created for students with 10 absences.</p>	<p>Ms. Estep High School Counseling Staff Truancy Officer</p>	<p>LHS will see a decrease of 25% of the students with chronic absenteeism during each cycle.</p>	November	Attendance procedures are in place to reduce the number of students who are chronically absent.
				Clarification is still needed to determine what methods are in place to decrease chronic absenteeism. Data needs to be collected to verify the decrease of absenteeism.
			January	
				
			March	
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
June	New protocols and procedures will be established for the attendance teams for the 2020-21 school year.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Implement local incentive programs to boost student attendance rates. Students will have four opportunities to attend these celebrations. Students with less than 3 absences per cycle will be allowed to attend the celebration. Grade levels with highest monthly ADA rate will also receive an incentive.	Ms. Estep  Attendance Committee Members	LHS will see student attendance increase by 1.5% each cycle and meet the attendance goal of 96.0%.	November	Incentives are in place for students. While attendance has not increased by 1.5% to date the increase is at 0.75% from last school year.
				
			January	We offered one celebration this year and are working on creating more of these opportunities for our students. We are also designating a new leader for this initiative.
				
			March	
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
June	Processes and procedures for attendance incentives will be improved for the 2020-21 school year.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Information sessions during class meetings, during announcements, and through school correspondences with students and parents will explain attendance procedures and regulations. Information will go out with report cards, progress reports, and through social media outlets.	Ms. Estep	LHS's ADA will rise from 93.8% to 97%.	November 	Attendance has increased by 0.75% from the previous school year. Students and parents are given information regarding attending school and the benefits of having good attendance.
			January 	Class meetings are being held more often and this information is being more accurately shared with the student body.
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Communication regarding attendance will be improved for the 2020-21 school year.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue




## Goal 4: Provide a safe and positive learning environment for students and staff members.






**Performance Objective 1:** To provide a positive school culture and climate.

**Evaluation Data Source(s) 1:** 7 Mindsets Feedback and Data Analysis Referral Data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Improve structures for 7 Mindsets and PBIS for the 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Implement the 7 Mindsets.	Mr. Castro  LHS Teachers	Students will gain social and emotional support to help with making good decisions. The number of violent incidents and serious discipline infractions will decrease when compared to the previous school year.	November	The 7 Mindsets has been implemented and both teachers and students receive training around the 7 Mindsets.
				
			January	The 7 Mindsets has had conflicts with announcements during period. Considering moving to 2nd period to make impact on time lesser. Need to review data on completion.
				
			March	
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	An Advisory period will be implemented for the 2020-21 school year, providing a dedicated time for 7 mindsets.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Implement the tenets of PBIS.	Mr. Hernandez LHS Teachers	Students will gain social and emotional support to help with making good decisions. The number of violent incidents, serious discipline infractions, and minor discipline infractions will decrease when compared to the previous school year.	November	PBIS campuswide strategies have been implemented. Discipline data has increased from last school year., this is attributed to the change in the cell phone policy which has increased the number of referrals.
				
			January	Goals need to be reviewed and adjusted for the current culture and climate of LHS. Goals need to be discriminated to faculty, staff, and students. Unsure of expectations.
			March	
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





**Goal 4:** Provide a safe and positive learning environment for students and staff members.





**Performance Objective 2:** To inform and empower all students to use strategies which address bullying, cyberbullying, verbal altercations, etc.


**Evaluation Data Source(s) 2:** Number of students receiving the training modules.

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Re-evaluate the plans to address bullying issues for the 2020-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Provide training for bullying, sexting, cyber-bullying, etc. to every student.	Counseling Staff	Students will be informed and provided with strategies to handle and report these incidents. The number of students involved in these kinds of incidents will decrease when compared to the previous year.	November	Students have been given the process to report bullying on campus during class meetings.
				
			January	Little to no training appears to have happened full campus for students. Certain sub populations might have had tailored discussions.
				
			March	
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June		
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) To create and maintain classrooms which are designated safe rooms.	Mr. Hernandez PBIS Committee	Students will be able to enter a classroom where the teacher knows the student may need assistance or a few minutes if the student feels the need to move into a safe space.	November	This initiative has not been started.
				
			January	This initiative has not been started.
				
			March	
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June				
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Implement another means for students to report issues surrounding bullying, harassment, etc.	Counselors	Students will be provided with another means to report various forms of harassment or bullying.	November	As the campus has increased the number of devices for students to use in classrooms this has provided students with more opportunities to access their school email where they can email campus faculty and staff directly.
			January	No improvement seems to be made as of yet.
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
				





**Goal 4:** Provide a safe and positive learning environment for students and staff members.









**Performance Objective 3:** Maintain an incentive program for students not earning a discipline referral.

**Evaluation Data Source(s) 3:** Referral data

**Summative Evaluation 3:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Re-evaluate the plans to address positive behavior incentives for the 2020-21 school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Conduct routine checks of hallways with a goal of 100% for all available LHS faculty and staff to be visible during passing periods.	Mr. Hernandez	Promote students responding and acting in a positive manner. The number of students earning a behavior incentive will increase when compared to the previous school year.	November	The administration is visible during passing periods to monitor that the faculty and staff are visible during the passing periods.
				
			January	The administration is visible during passing periods to monitor that the faculty and staff are visible during the passing periods.
				
			March	As of March 13, all admin staff have been assigned to hallways for monitoring.
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June				
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) LHS PBIS Committee will implement and development monthly incentives for students who are following the campus and classroom rules.	All Faculty & Staff	Promote students responding and acting in a positive manner. The number of students earning a behavior incentive will increase when compared to the previous school year.	November	Incentives are in place for students who following school rules.
			 50%	
			January	Incentives have not persisted. Admin is planning ways to restart.
			 30%	
			March	
				
			<b>Summative Evaluation</b>	
Month	Notes & Next Steps Recommendations			
June				
				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Lockhart Independent School District**  
**Lockhart Junior High**  
**2019-2020 Formative Review with Notes**

**Accountability Rating: C**



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## **Goal 1: Every student (grades 6-8) will make 1.5 years progress in Reading in 2019-2020**

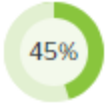


**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades 6-8 will make at least 1.5 years of growth progress in reading.






**Evaluation Data Source(s) 1:** Check Points, RenLearn, and STAAR Data



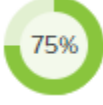

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Improve low-performing schools</p> <p>1) All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.</p>	<p>Content administrators, campus principal, ELAR department head.</p>	<p>Content administrator and department chairs will monitor the quality of lesson plans and accountability for use of TEKS RS on a weekly basis.</p> <p>Content administrator and department chairs will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>Content administrators will support department chairs in the implementation of the PLC process.</p>	<p>November</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday mornings Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13%</p>
			<p>January</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday mornings Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13%</p>
			<p>March</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday mornings Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>
			<b>Summative Evaluation</b>	
<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>			

			<p style="text-align: center;"><b>June</b></p> 	<p>Although COVID19 forced LJHS to close, virtual PLCs happened on a weekly basis to ensure that students' academic needs were being addressed. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>
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Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>2) Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and submit via Google Drive after every 6-week checkpoint.</p>	<p>Content administrators, campus principal, department heads.</p>	<p>Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary.</p> <p>Staff will electronically submit data forms to the Google drive within a week after checkpoints are scanned with PLC to review data during PLCs.</p> <p>Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p>	<p>November</p> 	<p>With the new PLC structure, PLCs are completing the PLC process where they analyze checkpoint data, identify a power standard and assess it. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13%</p>
			<p>January</p> 	<p>Teachers spent certain planning days analyzing data and finding ways to address student struggles/shortcomings. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13%</p>
			<p>March</p> 	<p>Teachers used data to provide tutorial sessions. Campus used GEAR UP support to bring in a tutoring vendor to address summarization, inferencing, and vocabulary in ELAR. Science, math, and social studies teachers tutoring during their lunches, after-school, or before school. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>
			<b>Summative Evaluation</b>	
<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>			

			<p><b>June</b></p>  <p>COVID19 school closed prevented LJHS from making additional progress in this area. Testing data from 2019-2020 is shown below. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>	
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	<p>Principal, and content administrators.</p>	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p>	<p><b>November</b></p>  <p>September - 385 walks October - 546 walks November - 673 walks Total - 1604 walks</p>	
			<p><b>January</b></p>  <p>September - 385 walks October - 546 walks November - 673 walks December - 513 walks Total - 2607 walks</p>	
			<p><b>March</b></p>  <p>September - 385 walks October - 546 walks November - 673 walks December - 513 walks January - 490 walks February - 336 walks March - 369 walks Total - 3312 walks</p>	
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p><b>June</b></p>  <p>COVID19 school closed prevented LJHS from making additional progress in this area.</p>	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>4) Students will utilize RenLearn to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.</p>	Principal, ELAR Administrator, ELAR teachers.	Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction.	<p>November</p> 	RenLearn assessments in reading are happening on a monthly basis. Reading 6 (% Approaches/% Meets/% Masters) September 33/19/13 October 32/20/11 November 28/16/11 December 32/15/13 Reading 7 (% Approaches/% Meets/% Masters) September 2019 43/16/7 October 2019 41/14/7 November 2019 34/19/5 December 2019 36/16/7 Reading 8 (% Approaches/% Meets/% Masters) September 2019 40/20/11 October 2019 35/20/11 November 2019 34/18/10 December 2019 34/20/12
			<p>January</p> 	RenLearn assessments in reading are happening on a monthly basis. Tutorials are happening through a pull-out model. Teachers are tutoring students before, during, and after-school. Reading 6 (% Approaches/% Meets/% Masters) September 33/19/13 October 32/20/11 November 28/16/11 December 32/15/13 Reading 7 (% Approaches/% Meets/% Masters) September 2019 43/16/7 October 2019 41/14/7 November 2019 34/19/5 December 2019 36/16/7 Reading 8 (% Approaches/% Meets/% Masters) September 2019 40/20/11 October 2019 35/20/11 November 2019 34/18/10 December 2019 34/20/12
			<p>March</p> 	RenLearn assessments in reading are happening on a monthly basis. Tutorials are happening through a pull-out model. Teachers are tutoring students before, during, and after-school. Reading 6 (% Approaches/% Meets/% Masters) September 33/19/13 October 32/20/11 November 28/16/11 December 32/15/13 Reading 7 (% Approaches/% Meets/% Masters) September 2019 43/16/7 October 2019 41/14/7 November 2019 34/19/5 December 2019 36/16/7 Reading 8 (% Approaches/% Meets/% Masters) September 2019 40/20/11 October 2019 35/20/11 November 2019 34/18/10 December 2019 34/20/12
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
<p>June</p> 	COVID19 school closed prevented LJHS from making additional progress in this area. Reading 6 (% Approaches/% Meets/% Masters) September 33/19/13 October 32/20/11 November 28/16/11 December 32/15/13 Reading 7 (% Approaches/% Meets/% Masters) September 2019 43/16/7 October 2019 41/14/7 November 2019 34/19/5 December 2019 36/16/7 Reading 8 (% Approaches/% Meets/% Masters) September 2019 40/20/11 October 2019 35/20/11 November 2019 34/18/10 December 2019 34/20/12			




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 5) Strategic master scheduling at the junior high which will allow us to target students to provide daily reading intervention.	Principal, ELAR administrator, intervention teachers.	Targeted groups of students will accelerate progress in reading.  Monitoring of 10% growth for each student per month of instruction in these intervention classes will be done monthly with immediate intervention to keep students on track to meet their progress goal.  FUSION is targeted, strategic intervention to push students to the next level of achievement.	November 	Students are receiving instructional support through reading intervention classes. Master schedule will be adjusted for the Spring 2020 semester to reflect student's academic needs.
			January 	Students are receiving instructional support through reading intervention classes.
			March 	Students are receiving instructional support through reading intervention classes.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	COVID19 school closed prevented LJHS from making additional progress in this area.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

## **Goal 2: Every student (grades 6-8) will make 1.5 years of progress in Math in 2019-2020**





**Performance Objective 1:** During the 2019-2020 school year, 70% of students in grades 6-8 will make at least 1.5 years of progress in math.

**Evaluation Data Source(s) 1:** Check Points, RenLearn, and STAAR Data









**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.</p>	Principal and content administrators.	<p>Content administrator and department chairs will monitor the quality of lesson plans and accountability for use of TEKS RS on a weekly basis.</p> <p>Content administrator will be at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>Content administrators will support department chairs in the implementation of the PLC process.</p>	<p>November</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday mornings Checkpoint 1 Data (Approaches/Meets/Masters) Math 6 - 83%/38%/23% Math 7 - 92%/60%/24% Math 8 - 84%/75%/36% Algebra I - 100%/93%/72% STAAR Interim Assessment (Approaches/Meets/Masters) Math 6 - 41%/7%/1% Math 7 - 44%/9%/1% Math 8 - 52%/16%/1% Algebra I - 82%/38%/7%</p>
			<p>January</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday mornings Checkpoint 1 Data (Approaches/Meets/Masters) Math 6 - 83%/38%/23% Math 7 - 92%/60%/24% Math 8 - 84%/75%/36% Algebra I - 100%/93%/72% STAAR Interim Assessment (Approaches/Meets/Masters) Math 6 - 41%/7%/1% Math 7 - 44%/9%/1% Math 8 - 52%/16%/1% Algebra I - 82%/38%/7% Checkpoint 3 (Approaches/Meets/Masters) Math 6 - 92%/53%/25% Math 7 - 94%/72%/34% Math 8 - 94%/80%/43% Algebra I - 99%/97%/84%</p>
			<p>March</p> 	<p>Weekly PLC meetings are happening in every subject. ELAR - Wednesday mornings Math - Wednesdays and Thursdays Science - Thursday mornings Social Studies - Thursday mornings CTE - Friday Mornings Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>

			<p>June</p> 	<p>COVID19 school closed prevented LJHS from making additional progress in this area. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13% CTE - Friday mornings</p>
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Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and submit via Google Drive.</p>	Principal and content administrators.	<p>Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary.</p> <p>Staff will electronically submit data forms to the Google drive within a week after checkpoints are scanned with PLC to review data during PLCs.</p> <p>Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p>	<p>November</p> 	<p>With the new PLC structure, PLCs are completing the PLC process where they analyze checkpoint data, identify a power standard and assess it. Checkpoint 1 Data (Approaches/Meets/Masters) Math 6 - 83%/38%/23% Math 7 - 92%/60%/24% Math 8 - 84%/75%/36% Algebra I - 100%/93%/72% STAAR Interim Assessment (Approaches/Meets/Masters) Math 6 - 41%/7%/1% Math 7 - 44%/9%/1% Math 8 - 52%/16%/1% Algebra I - 82%/38%/7%</p>
			<p>January</p> 	<p>With the new PLC structure, PLCs are completing the PLC process where they analyze checkpoint data, identify a power standard and assess it. Checkpoint 1 Data (Approaches/Meets/Masters) Math 6 - 83%/38%/23% Math 7 - 92%/60%/24% Math 8 - 84%/75%/36% Algebra I - 100%/93%/72% STAAR Interim Assessment (Approaches/Meets/Masters) Math 6 - 41%/7%/1% Math 7 - 44%/9%/1% Math 8 - 52%/16%/1% Algebra I - 82%/38%/7% Checkpoint 3 (Approaches/Meets/Masters) Math 6 - 92%/53%/25% Math 7 - 94%/72%/34% Math 8 - 94%/80%/43% Algebra I - 99%/97%/84%</p>
			<p>March</p> 	<p>With the new PLC structure, PLCs are completing the PLC process where they analyze checkpoint data, identify a power standard and assess it. Checkpoint 1 Data (Approaches/Meets/Masters) ELAR 6 - 55%/21%/11% ELAR 7 - 68%/40%/27% ELAR 8 - 58%/24%/14% Checkpoint 2 Data (Approaches/Meets/Masters) ELAR 6 - 58%/23%/11% ELAR 7 - 60%/29%/19% ELAR 8 - 59%/28%/17% STAAR Interim Assessment (Approaches/Meets/Masters) ELAR 6 - 47%/21%/9% ELAR 7 - 62%/30%/13% ELAR 8 - 57%/28%/13% STAAR Benchmark (2018 Released STAAR) (Approaches/Meets/Masters) ELAR 6 - 46%/15%/5% ELAR 7 - 49%/19%/12% ELAR 8 - 55%/27%/13%</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>COVID19 school closed prevented LJHS from making additional progress in this area.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p>	Principal and content administrators.	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p>	November	September - 385 walks October - 546 walks November - 673 walks Total - 1604 walks
			January	September - 385 walks October - 546 walks November - 673 walks December - 513 walks Total - 2607 walks
			March	September - 385 walks October - 546 walks November - 673 walks December - 513 walks January - 490 walks February - 336 walks March - 369 walks Total - 3312 walks
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	COVID19 school closed prevented LJHS from making additional progress in this area.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Students will utilize RenLearn to accelerate learning in math skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.	Campus principal, math department head.	Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction.  Administration and teachers will monitor student usage monthly.	November 	RenLearn assessments in math are happening on a monthly basis. Math 6 (% Approaches/% Meets/% Masters) September 40/21/9 October 40/23/9 November 41/19/7 December 32/18/10 Math 7 (% Approaches/% Meets/% Masters) September 2019 34/22/15 October 2019 32/20/12 November 2019 30/19/13 December 2019 29/18/14 Math 8 (% Approaches/% Meets/% Masters) September 2019 43/21/7 October 2019 36/14/7 November 2019 33/22/8 December 2019 32/20/10
			January 	RenLearn assessments in math are happening on a monthly basis. Math 6 (% Approaches/% Meets/% Masters) September 40/21/9 October 40/23/9 November 41/19/7 December 32/18/10 Math 7 (% Approaches/% Meets/% Masters) September 2019 34/22/15 October 2019 32/20/12 November 2019 30/19/13 December 2019 29/18/14 Math 8 (% Approaches/% Meets/% Masters) September 2019 43/21/7 October 2019 36/14/7 November 2019 33/22/8 December 2019 32/20/10
			March 	RenLearn assessments in math are happening on a monthly basis. Math 6 (% Approaches/% Meets/% Masters) September 40/21/9 October 40/23/9 November 41/19/7 December 32/18/10 Math 7 (% Approaches/% Meets/% Masters) September 2019 34/22/15 October 2019 32/20/12 November 2019 30/19/13 December 2019 29/18/14 Math 8 (% Approaches/% Meets/% Masters) September 2019 43/21/7 October 2019 36/14/7 November 2019 33/22/8 December 2019 32/20/10
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	COVID19 school closed prevented LJHS from making additional progress in this area. Math 6 (% Approaches/% Meets/% Masters) September 40/21/9 October 40/23/9 November 41/19/7 December 32/18/10 Math 7 (% Approaches/% Meets/% Masters) September 2019 34/22/15 October 2019 32/20/12 November 2019 30/19/13 December 2019 29/18/14 Math 8 (% Approaches/% Meets/% Masters) September 2019 43/21/7 October 2019 36/14/7 November 2019 33/22/8 December 2019 32/20/10
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





### Goal 3: LJHS will increase their average daily attendance rate for the 2019-2020 school year.

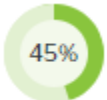

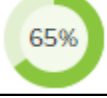





**Performance Objective 1:** Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** ADA report

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Grade levels will be recognized for outstanding attendance during Monday morning announcements.	Principal, Attendance Clerk, Attendance Committee	LJHS ADA will rise from 94.6% to 97%.	November	Students have been recognized for attendance efforts -- but it has not been consistent. Instead, students have been recognized through cohort meetings. Prizes/incentives have been distributed in these meetings. ADA 8/14-11/29 - 95.6%
			January	Students are being recognized on a weekly basis for perfect attendance. ADA 8/14-1/31 - 95.15%
			March	Students are being recognized on a weekly basis for perfect attendance. ADA 8/14-3/13 - 94.89%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	COVID19 school closures impacted this goal. As of 3/13/2020, LJHS ADA was at 94.89%.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 2) Students will be provided incentives to encourage meeting Attendance Challenges throughout the year.</p> <p>Incentives will be based on student input and will be awarded at the end of every grading period during grade-level meetings.</p>	Principal, Attendance Committee, Attendance Clerk	LJHS ADA will rise from 94.6% to 97%.	November	Attendance challenges have supported student attendance, however, attendance is down from last year. ADA 8/14-11/29 - 95.6%
				
			January	Attendance challenges have supported student attendance, however, attendance is down from last year. ADA 8/14-1/31 - 95.15%
				
			March	Attendance challenges have supported student attendance, however, attendance is down from last year. ADA 8/14-3/13 - 94.89%
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	COVID19 school closures impacted this goal. As of 3/13/2020, LJHS ADA was at 94.89%.
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 3) Provide attendance information to students through grade-level meetings, to parents and teachers through weekly newsletters.	Principal, Attendance Committee, Attendance Clerk	LJHS ADA will rise from 94.6% to 97%.	November 	Weekly newsletter to parents and teachers contain attendance data. ADA 8/14-11/29 - 95.6%
			January 	Weekly newsletter to parents and teachers contain attendance data. ADA 8/14-1/31 - 95.15%
			March 	Weekly newsletter to parents and teachers contain attendance data. ADA 8/14-3/13 - 94.89%
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	COVID19 school closures impacted this goal. As of 3/13/2020, LJHS ADA was at 94.89%.
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>				





## Goal 4: LJHS will maintain a safe and positive environment for students, staff, and community stakeholders by increasing behaviors that promote learning and respectful interactions.



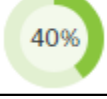

**Performance Objective 1:** LJHS will decrease negative behaviors by 20% for the 2019-2020 school year.

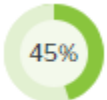



**Evaluation Data Source(s) 1:** Discipline referral data, perception surveys.





**Summative Evaluation 1:** Some progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>1) Teachers and Staff will implement, use, and monitor campus-wide PBIS for all common areas including restrooms, hallway, cafeteria, and assemblies.</p>	All Staff	PBIS posters will be posted in all common areas throughout campus.	November	Campus-wide expectations and posters have been posted all around campus. Teachers submit names for Lion of the Week, student names are randomly selected and recognized over morning announcements on Fridays.	
				January	Campus-wide expectations and posters have been posted all around campus. Teachers submit names for Lion of the Week, student names are randomly selected and recognized over morning announcements on Fridays.
				March	Campus-wide expectations and posters have been posted all around campus. Teachers submit names for Lion of the Week, student names are randomly selected and recognized over morning announcements on Fridays.
				<b>Summative Evaluation</b>	
				Month	<b>Notes &amp; Next Steps Recommendations</b>
				June	Teachers used PBIS strategies at LJHS during the 2019-2020 school year.

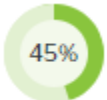
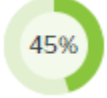






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Build a foundation of reading and math  Improve low-performing schools  2) Teachers and staff will follow school-wide discipline plan including strategies for office versus classroom managed behavior, tiers of behavior and behavioral intervention strategies.</p>	All Staff	Decrease in discipline referrals that should be managed by classroom teacher.	November	The expectation has been established that teachers will follow the campus-wide discipline matrix. Teachers who have a hard time following the matrix are provided with additional support.
				
			January	Teachers are continuing to use the discipline matrix and admin is using the consistency guide.
				
			March	Teachers are continuing to use the discipline matrix and admin is using the consistency guide.
				
		<b>Summative Evaluation</b>		
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	This strategy will continue next school year.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b>  Recruit, support, retain teachers and principals  Connect high school to career and college  Improve low-performing schools  3) Implementation of Social and Emotional Curriculum (7 Mindsets) to help improve the decisions students make and the actions they take on a daily basis.</p>	All Staff	<p>Improved school culture and climate.  Decrease in discipline referrals.</p> <p>7 Mindsets lessons taught weekly.</p> <p>Administration will conduct walkthroughs to ensure that teachers are following the curriculum.</p> <p>Student survey will be used in December and at the end of the year about 7 mindsets.</p>	November 	LJHS Teachers engage students with the Seven Mindsets curriculum on Monday mornings.
			January 	Mindset Mondays were executed by teachers, admins performed walkthroughs.
			March 	Mindset Mondays were executed by teachers, admins performed walkthroughs.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	COVID19 prevented LJHS staff to engage in Mindset Mondays, however, we will continue with this strategy during the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 4) Develop and implement incentives for students who display rule following behavior.</p>	PBIS Committee	<p>Students will receive tickets/coupons when displaying positive behaviors.</p> <p>Teachers will nominate Lions of the Week and 2 students, per grade level, will be selected at random for a prize.</p> <p>Student Climate survey at the end of the year.</p>	<p>November</p> 	Students are recognized in front of their class during grade-level cohort meetings and given prizes for displaying appropriate behaviors during the grading period.
			<p>January</p> 	Students are recognized in front of their class during grade-level cohort meetings and given prizes for displaying appropriate behaviors during the grading period.
			<p>March</p> 	Students are recognized in front of their class during grade-level cohort meetings and given prizes for displaying appropriate behaviors during the grading period.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	COVID19 prevented LJHS from completing this strategy.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Improve low-performing schools</p> <p>5) Increase student access to socio-emotional support systems including, No Place for Hate, Red Ribbon Week Programming, and Domestic Violence Awareness campaigns.</p>	<p>SEL Counselor, CIS social worker, campus behavior coordinator, school counselors.</p>	<p>Improved school culture and climate, decrease in discipline referrals, improved self-regulation, overall social-emotional competency.</p>	<p>November</p> 	<p>LJHS staff members put on a Red Ribbon Week program and have engaged with community organizations to raise awareness for domestic violence.</p>
			<p>January</p> 	<p>LJHS staff members put on a Red Ribbon Week program and have engaged with community organizations to raise awareness for domestic violence. LJHS has also engaged in the No Place for Hate program.</p>
			<p>March</p> 	<p>LJHS staff members put on a Red Ribbon Week program and have engaged with community organizations to raise awareness for domestic violence. LJHS has also engaged in the No Place for Hate program.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p>Notes &amp; Next Steps Recommendations</p>
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>Improve low-performing schools</p> <p>6) Implement the SBLE Framework with the support of The Texas School Safety Center at Texas State University</p>	<p>Texas School Safety Center - Texas State University, Campus behavior coordinator, School Resource Officer.</p>	<p>Improved relationships between students, schools, and law-enforcement to increase safety and greater respect for authority.</p>	<p>November</p> 	<p>SBLE framework has been implemented with fidelity -- all teachers have completed SBLE training, several teachers have completed the online modules.</p>
			<p>January</p> 	<p>SBLE framework has been implemented with fidelity -- all teachers have completed SBLE training, several teachers have completed the online modules.</p>
			<p>March</p> 	<p>SBLE framework has been implemented with fidelity -- all teachers have completed SBLE training, several teachers have completed the online modules.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools 7) Increase opportunities for parental involvement and engagement while recognizing parental efforts through various events.	Principal, Communities in Schools, school counselors, PBIS Committee	Greater buy-in and participation from parents. Improved school culture and climate, decreased negative behaviors leading to discipline referrals, increase in leadership skills in students through modeling.	November 	CIS/LJHS Admin have conducted two parent involvement meetings at the campus level to increase awareness of issues happening on campus. The initial event held on October 8th, 2019 saw a high attendance rate.
			January 	An increased amount of parents have showed up to campus for individual parent meetings/parent teacher conferences.
			March 	Course choice meetings (in English and Spanish) had high attendance rates.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A few other events were planned out for the remainder of the school year, however, COVID19 school closures prevented LJHS from completing this strategy.
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>				

**Lockhart Independent School District**  
**Navarro Elementary**  
**2019-2020 Formative Review with Notes**

# Mission Statement

**Navarro Elementary will create strong, positive, and productive members of society by encouraging, supporting, and challenging all students to achieve excellence.**

## Vision

**Navarro Elementary students will be actively engaged and offered opportunities that will guide them to achieve to their full potential.**

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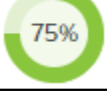

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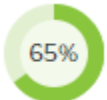



# Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2019-2020.




**Performance Objective 1:** During the 2019-2020 school year, 70% of the students in grades K-5 will make at least 1.5 years of growth in progress in reading.

**Evaluation Data Source(s) 1:** Istation reports, running records









## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p>	<p>Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 70% of Navarro students will show Istation 1.5 growth and running records.</p>	<p>November</p> 	<p>55-60% of Navarro students have met their goal in November. Small group is happening daily in K-3, some 4th and 5th grade classrooms.</p>
			<p>January</p> 	<p>70% of Navarro students have met their goal in February. Small group instruction is occurring on a daily basis. Instructional coaches</p>
			<p>March</p> 	<p>73% of Navarro students have met their ISIP goal in March. Through March 13, small group instruction was occurring on a daily basis.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) In PLC, teachers will meet after each checkpoint for planning and data discuss to improve instruction and student success.</p>	Lead - Principal Juarez, AP Gibson, Classroom teachers	Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.	November 	Ms. Juarez met with all teachers for monitoring conferences and Mrs. Gibson met with all teachers for coaching conferences. PLCs occur weekly.
			January 	4th and 5th grade receive growth reports after each of their checkpoints or benchmarks. Discussion on how to adjust instruction is discussed at PLC. Teachers met for 2 coaching sessions.
			March 	All teams continue to meet weekly in PLCs. 3rd through 5th grade had created targeted plans for the last six weeks before testing. The plans were focused on TEKS from the checkpoint and benchmark data.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June 	100% of the grade level teams continued to meet weekly in PLCs. 3rd through 5th grade had created their targeted plans for the last six weeks before testing. The plans were focused on TEKS from the checkpoint and benchmark data.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson</p>	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. We will also have power walk coaching cycles every 9 weeks.</p>	<p>November</p> 	<p>Currently we have 55% usage of lesson frames, 78% usage of power zone, 22% usage of frequent small group purposeful talk, 32% recognize and reinforce and 13% usage writing critically. We have 2 areas that we need to raise the percents.</p>
			<p>January</p> 	<p>As we utilize Fundamental 5, we have seen an increase in some areas. In lesson frames we went up to 63%, in the power zone we also went up to 79%. We stayed the say in frequent small group purposeful talk, and we went down in 2 areas which were recognition and reinforcement (22%) and critical writing (5%).</p>
			<p>March</p>	<p>As of March 13th, we have continued to increase our lesson frame percentage up to 68%, and in our recognized and reinforce to 29%. The Navarro campus has started to climb in the critical writing to 11%. Our power zone maintained at 79% and we maintained 22% in the frequent small group purposeful talk.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>As of March 13th, we have continued to increase our lesson frame percentage up to 68%, and in our recognized and reinforce to 29%. The Navarro campus has started to climb in the critical writing to 11%. Our power zone maintained at 79% and we maintained 22% in the frequent small group purposeful talk.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Each classroom will set a monthly goal for the number of AR points to accomplish. Edit in January: Each grade level has a requirement of words to read a semester. AR expectations - Word Count Kindergarten - 5,000 words for semester per classroom (approx. 1000 a month) 1st grade - 12,000 words for semester per classroom (approx. 2400 a month) 2nd grade - 40,000 words for semester per classroom (approx. 8,000 a month) 3rd grade - 90,000 words for semester per classroom (approx. 18,000 a month) 4th grade - 140,000 words for semester per classroom (approx. 28,000 a month) 5th grade - 200,000 words for semester per classroom (approx. 40,000 a month)</p>	Lead - Librarian - Lewandowski, Principal Juarez, Classroom teachers	<p>Student names will be displayed on the AR bulletin board for reading growth. Students will read recommended words per month.</p> <p>K - 1,000 a month 1st - 2,400 a month 2nd - 8,000 a month 3rd - 18,000 a month 4th - 28,000 a month 5th - 40,000 a month</p>	November	During the month of October, we had 5 students from Kinder and 1st grade met their monthly goal. We had 33 , 2nd and 3rd grade students meet their October goal. And we had a combined total of 68 students meet their AR goal in 4th and 5th grade.
			January	During the month of January, we had 35 students from Kindergarten and 1st grade met their monthly goal. We had 62, 2nd and 3rd grade students meet their January goal. And we had a combined total of 50 students meet their AR goal in 4th and 5th grade.
			March	During the month of March, we had 53 students from Kindergarten and 1st grade meet their monthly goal. We had 28, 2nd and 3rd graders meet their March goal. We also had a combined total of 51 students meet their AR goal in 4th and 5th grade.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	During the month of March, we had 53 students from Kindergarten and 1st grade meet their monthly goal. We had 28, 2nd and 3rd graders meet their March goal. We also had a combined total of 51 students meet their AR goal in 4th and 5th grade.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 5) Staff will invite parents to come to a Family Read In Night. This event is scheduled for November 7th.	Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher	More parents will become involved with school events. Our goal is to have 35 parents attend.	November 	This event occurred at the beginning of November. We had lots of teachers attend and 22 parents. We did not make our goal but we will continue to have events and see how many parents we can get.
			January 	This event already occurred and has been completed for the school year.
			March 	This event already occurred and has been completed for the school year.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	We received 22 parents at this event. We will continue to hold events and brainstorm ways to encourage more parents to participate.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

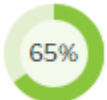



## Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2019-2020.


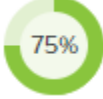


**Performance Objective 1:** During the 2019-2020 school year, 70% of the students in grades K-5 will make at least 1.5 years of progress in math.









**Evaluation Data Source(s) 1:** Renaissance Learning, Dreambox, and Reflex

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge. Teachers will do math talks daily.</p>	Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	Administration will monitor lesson plans. Administration will also conduct a minimum of 25 powerwalks per week per admin. to assure teachers are following plans.	November	Lower grade levels are doing this on a daily basis. We see upper grade levels (4th and 5th) teaching in whole group and then pulling small group with the students that are struggling.
			January	Small group math instruction has continued through out all grade levels. If the teachers are not placing the students in centers then they have them working on a choice board which still allows for small group instruction. Administration continues to do walk throughs and powerwalks. As we utilize Fundamental 5, we have seen an increase in some areas. In lesson frames we went up to 63%, we also went up to 79%. We stayed the say in frequent small group purposeful talk, and we went down in 2 areas which were recognition and reinforcement (22%) and critical writing (5%).
			March	Small group math instruction had continued through out all grade levels until March 13th. Teachers were pulling small groups back to their table for reteach and reinforcement. The administration has done over 1,100 walkthroughs where during the second semester we have brought our focus to math instruction.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Small group math instruction had continued through out all grade levels until March 13th. Teachers were pulling small groups back to their table for reteach and reinforcement. The administration has done over 1,100 walkthroughs where during the second semester we have brought our focus to math instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>2) During PLC, teachers will meet weekly for planning and discuss data to improve instruction and student success. Teachers will keep their profile sheet for to date for data comparison.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p>	<p>Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.</p>	<p>November</p> 	<p>Ms. Juarez met with all teachers for monitoring conferences and Mrs. Gibson met with all teachers for coaching conferences. PLCs occur weekly.</p>
			<p>January</p> 	<p>4th and 5th grade receive growth reports after each of their checkpoints or benchmarks. Discussion on how to adjust instruction is discussed at PLC. Teachers met for 2 coaching sessions.</p>
			<p>March</p> 	<p>During PLC, all grade level teachers were reviewing TEKS and checkpoint data. They were using the data to plan for review and reteaching in small group in the classroom. 3rd through 5th grade was using their targeted plans to focus on TEKS that were identified through the assessment data.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>During PLC, all grade level teachers were reviewing TEKS and checkpoint data. They were using the data to plan for review and reteaching in small group in the classroom. 3rd through 5th grade was using their targeted plans to focus on TEKS that were identified through the assessment data.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Fundamental Five strategies will be used in the classroom on a daily basis. These strategies will keep students engaged in the learning process.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson</p>	<p>Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognized and reinforce, and 15% usage of writing critically. Coaching cycles will occur every nine weeks.</p>	<p>November</p> 	<p>Currently we have 55% usage of lesson plans, 78% usage of power zone, 22% usage of frequent small group purposeful talk, 32% recognize and reinforce and 13% usage writing critically. We have 2 areas that we need to raise the percents.</p>
			<p>January</p> 	<p>As we utilize Fundamental 5, we have seen an increase in some areas. In lesson frames we went up to 63%, we also went up to 79%. We stayed the say in frequent small group purposeful talk, and we went down in 2 areas which were recognition and reinforcement (22%) and critical writing (5%).</p>
			<p>March</p> 	<p>As of March 13th, we have continued to increase our lesson frame percentage up to 68%, and in our recognized and reinforce to 29%. The Navarro campus has started to climb in the critical writing to 11%. Our power zone maintained at 79% and we maintained 22% in the frequent small group purposeful talk.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>As of March 13th, we have continued to increase our lesson frame percentage up to 68%, and in our recognized and reinforce to 29%. The Navarro campus has started to climb in the critical writing to 11%. Our power zone maintained at 79% and we maintained 22% in the frequent small group purposeful talk.</p>




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 4) We will provide a Math Night for parents to attend with their child. The event will be March 12, 2020.	Lead - Asst. Principal Gibson, Principal Juarez, RTI teacher Henrichs, and Classroom Teachers	We will increase parent attendance at school events. Our goal is to have 25 parents attend.	November 	This will occur during the Spring Semester.
			January 	This will occur on March 12, 2020.
			March 	This event occurred on March 12th. We had lots of teachers involved in this event. We did not meet our goal of 25 parents participating but we did have 42 students participate that evening.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This event occurred on March 12th. We had lots of teachers involved in this event. We did not meet our goal of 25 parents participating but we did have 42 students participate that evening.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

### Goal 3: All students will make progress in writing in 2019-2020.



**Performance Objective 1:** We will see a 10% increase in STAAR testing scores. (from 34% to 44%)









**Evaluation Data Source(s) 1:** STAAR reports, Writing Rubric data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Teachers will meet in November, January, and March to analyze students writing samples during data meetings.</p>	Lead - Asst. Principal Gibson, Principal Juarez, Classroom teachers	Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.	November	November 19/21st PLC all grade levels reviewed their November writings. The teachers discussed the HALO papers and what needed to happen next in order for the papers to get better before January's writing.
				
			January	The last week of January and the 1st week of February the teachers reviewed their January writings. The teachers graded each writing with a rubric. 1 being the lowest score and 4 being the highest. The 4th graders were graded with a similar rubric to their STAAR test. They were scored 1 to 8, with 8 being the highest and 1 being the lowest. In grades K, 1,2,3,and 5 we had 30% score a 1, 36% score a 2, 25% score a 3, and 9% score a 4. In the fourth grade we had 8% score a 0, 2% scored a 2, 30% scored a 2, 6% scored a 3, 30% scored a 4, 3% scored a 3, 16% scored a 6, 4% scored a 7, 1% scored an 8.
				
			March	As of March 13, we were unable to get another writing sample completed for review due to COVID-19.
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June	In January, grades K, 1,2,3,and 5 we had 30% score a 1, 36% score a 2, 25% score a 3, and 9% score a 4. In the fourth grade we had 8% score a 0, 2% scored a 2, 30% scored a 2, 6% scored a 3, 30% scored a 4, 3% scored a 3, 16% scored a 6, 4% scored a 7, 1% scored an 8. As of March 13, we were unable to get another writing sample completed for review due to COVID-19.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Teachers will attend Patterns of Power Training.</p>	Lead - Principal Juarez, Classroom Teachers	Teachers will use the Patterns of Power curriculum in their lesson plans. Principals will use walkthroughs to assure lesson plan alignment.	November	Teachers were trained during the first week of in service and are now teaching the students. We discuss Patterns of Power during PLC at least once a month.
			January	Teachers were trained at the beginning of the school year. The teachers continue to provide POP time daily for the students. Administration has had over 900 walk throughs in classrooms over the school year.
			March	Patterns of Power training occurred at the beginning of the school year. The teachers were providing POP time daily for the students. Administration had over 1,100 walk throughs in classrooms over the school year. Conversations about how POP time was going and tweaks that could be done were covered in PLCs.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Patterns of Power training occurred at the beginning of the school year. The teachers were providing POP time daily for the students. Administration had over 1,100 walk throughs in classrooms over the school year. Conversations about how POP time was going and tweaks that could be done were covered in PLCs.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 3) Fourth grade teachers will provide checkpoint assessments during the Spring Semester. These checkpoints provide reteach guidance on a weekly basis.	Lead - Asst. Principal Gibson, Principal Juarez, 4th grade classroom teachers	Students checkpoints will reflect gains from their prior checkpoint score. The checkpoints areas of need.	November	This will occur during the Spring Semester.
			January	Checkpoints start the February 21st. for 4th grade students. There are five scheduled checkpoints.
			March 	4th grade teachers were providing weekly checkpoints, they were using their data to continue their targeted teaching.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	4 out 5 Checkpoints were completed. The last one was not taken due to the staff and students not returning to campus due to COVID-19.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 4) Kindergarten teachers will attend Matt Glover writing training.	Lead - Principal Juarez, Assistant Principal Gibson, Kindergarten classroom teachers	Teachers will use the Matt Glover training in their lesson plans.	November 	Kindergarten teachers were training during the first week of in service. The teachers are now teaching the students. The teachers are using it but feel like it would be better used in the Spring Semester.
			January 	Kindergarten teachers continue to use the story book style that Matt Glover's training provided. The teachers had to alter the way they taught the material because students were not benefiting from the instruction. The teachers continue to utilize Glover's instruction.
			March 	Kindergarten uses the story book style. The teachers like teaching the Matt Glover style better in the second semester.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
June 	100% of the Kindergarten teachers use the story book style. The teachers like teaching the Matt Glover style better in the second semester.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				





## Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.




**Performance Objective 1:** We will implement restorative practice strategies to use in the classroom.


**Evaluation Data Source(s) 1:** Walk through data , student surveys, teacher surveys, ADA Report

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Through out the school year we will have PD on a different restorative strategy. The teachers will then use the strategy in the classroom. September - 60 second relate break October - 90 second spark November - 2 minute connection January - pulse meter February - treatment agreement in your classroom March - Getting to know you circles April&amp;May - continually practice all strategies</p>	Lead - Asst. Principal Gibson, Principal Juarez	Walk throughs and reflections will allow leadership to gauge the impact on the culture of the classroom. Students will take survey about classroom climate. Teachers will take a survey about campus climate.	November	Administration has done over 540 power walks through December. The culture in the classroom has been positive from what teachers can tell. Survey's have not been done at this time.
				Administration has done over 900 power walks through January. The culture in the classroom is positive as teachers encourage students to speak up when they see something happening to another student. Navarro students also feel like the adults in the school are respectful to students, and the school encourages kind actions. The survey was completed in December.
			January	Administration has done over 1, 135 walkthroughs through March 13th. The culture in the classroom has continued to be positive as teachers encourage students to say something, when you see something. Mrs. Gibson continued to do PD during faculty meetings to show the restorative strategies.
				
			March	
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	This year the staff was introduced the the restorative strategies. We would like to continue to work on these strategies more in depth this coming school year. We did feel like these strategies helped with building relationships between teachers and students.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide training with Barbara Mereck and CRASE and SRP training.	Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores	Teacher awareness of student's sensitive issues. Safe and secure campus will be established.	November 	This training was provided during the first week of in-service.
			January 	This training was provided during the first week of in-service.
			March 	This training was provided during the first week of in-service.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	This training was completed during the first week of in-service.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention)	Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores	Teachers will understand the background of our students and how to work with those students during behavior episodes. This give teachers additional positive behavior strategies to use in the classroom.	November 	Mrs. Mercado did this training during the first week of teacher in-service. She is going to do a follow up in the Spring Semester.
			January 	Mrs. Mercado will return in March for a follow up training to our beginning of the year in-service.
			March	Mrs. Mercado was coming back during March for follow up training to our beginning of the year in-service. We did not return to school due to the COVID-19.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	We anticipate having Mrs. Mercado provide a follow up in a faculty meeting when we return to school.









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) The 7 Mindsets Program will be taught weekly in the classroom.	Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, classroom teachers	Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.	November	Monday meetings are happening on a weekly basis. Students are opening up and speaking up more now that they are comfortable with each other.
			January	Monday meetings are continuing in the classroom on a weekly basis. Students are making connections with the 7 mindsets as their pictures are displayed on the bulletin board in the hallway. We have had 82 students pictures displayed for displaying particular mindsets.
			March	Monday meetings have continued in the classroom on a weekly basis, up until the week of March 9th. Student pictures are added to the 7 Mindset bulletin board in the hallway.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	100% of teachers did their class meetings but we want to expand upon bulletin boards to include staff members and parents. We also want the organizations within our campus to do more activities around the 7 mindsets.
				

**Goal 4:** Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

**Performance Objective 2:** Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2019-2020 school year.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson</p>	<p>More parents will become involved in our parent events. Students will meet the goal of 97%.</p>	<p>November</p> 	<p>We are working very hard to provide information and incentives for attendance. At this time our attendance is up by .20. Our current attendance rate is 96.91.</p>
			<p>January</p> 	<p>We have several incentives in place to motivate our students to be at school. We have an individual incentive for students, a 15 day challenge for classrooms, and a February/March Madness attendance tournament going on for our students. At this time our attendance is up by .24. Our current attendance rate is 96.47.</p>
			<p>March</p> 	<p>Until March 13th, our attendance rate was 96.26. Our students and teachers had enjoyed our new February/March Madness attendance tournament. Due to COVID-19 we will not continue our attendance incentive programs.</p>
			<p><b>Summative Evaluation</b></p>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
<p>June</p> 	<p>We will continue to send information to parents about the importance of student engagement and learning.</p>			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Goal 4:** Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

**Performance Objective 3:** We will assure that students are active.

**Evaluation Data Source(s) 3:** fitness gram, daily schedule

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>1) Students will be active daily in a 20 minute recess and Physical Education three days a week. Brain breaks will be taken through out the school day.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers</p>	<p>Students will remain active and healthy. Improve the overall wellness of students so they are at school daily.</p>	<p>November</p> 	<p>Students are attending required PE. Students also get 20-30 minutes of recess daily. Teachers are doing restorative practice that give students breaks during the day.</p>
			<p>January</p> 	<p>Students are attending required PE. Students also get 20-30 minutes of recess daily. Teachers are doing restorative practice that such as 90 second spark or 2 minute connection. Some of the younger grade levels do the Go Noodle brain breaks.</p>
			<p>March</p> 	<p>Students are attending required PE. During PE the students have been preparing for the Fitness Gram. Students also get a 20-30 minute recess daily. Teachers are doing 90 second to 2 minute brain breaks using Go Noodle or Restorative Practice Strategies.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Navarro students were working in PE on their cardio and increasing their run time. The students were preparing for the Fitness Gram. Students also got a 20-30 minutes of recess daily. This occurred until March 13th - we did not return to class due to COVID-19.</p>			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

**Lockhart Independent School District**  
**Plum Creek Elementary**  
**2019-2020 Formative Review with Notes**

# **Mission Statement**

Plum Creek Elementary School will provide academic and social experiences that inspire and educate students to be life long learners.

## **Vision**

Plum Creek Elementary students and staff will become champions by doing our personal best each day to reach our goals.

## **Value Statement**

We face each day with positivity and make purposeful choices in order to think critically, communicate effectively, and build relationships. We show respect and hold each other accountable as we strive to achieve our goals.

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## Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2019-2020.

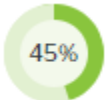

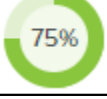

**Performance Objective 1:** During the 2019-2020 school year, 85% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

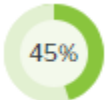



**Evaluation Data Source(s) 1:** Istation reports, STAAR reports, Ren Learning

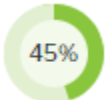



**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

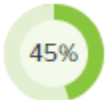

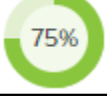

**Next Year's Recommendation 1:** Continue our focus on 1.5 years of growth in reading for all students.

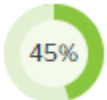



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) V. Hernandez (RTI) Classroom teachers</p>	<p>Administration will monitor lesson plans and conduct weekly walk throughs during guided reading time . Classroom teachers will conduct guided reading 4-5 times per week. 85% of students will make 1.5 years progress based on August to May ISIP scores.</p>	November	As of November 2019, 72% of students met 1.5 years growth in reading. 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize & Reinforce: 12%, Critical Writing: 39%). 87% of teachers are conducting guided reading 4 to 5 times per week.
			January	As of January 2020, 88% of students met 1.5 years growth in reading. 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize & Reinforce: 14%, Critical Writing: 32%). 100% of teachers are conducting guided reading 4 to 5 times per week.
			March	As of March 2020, 90% of students met 1.5 years growth in reading. 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize & Reinforce: 14%, Critical Writing: 35%). 94% of teachers are conducting guided reading 4 to 5 times per week.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Due to COVID 2020, our data for the year ended in March. 90% of students met 1.5 years growth in reading. 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize & Reinforce: 14%, Critical Writing: 35%). 94% of teachers are conducting guided reading 4 to 5 times per week.

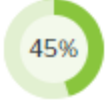

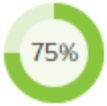





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>2) Teachers will meet weekly for PLCs and will focus on power standards during PLCs.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) V. Hernandez (RTI) Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Teachers will use data to spiral and reteach TEKS not mastered. PLC will use authentic student work to analyze growth for each student.</p>	<p>November</p> 	<p>During Cycle 1 of PLCs our data increased from 53% of students meeting expectations (beginning) to 72% of students meeting expectations (ending). 100% of teachers are submitting lesson plans on time every week on Fridays.</p>
			<p>January</p> 	<p>During Cycle 2 of PLCs our data increased from 46% of students meeting expectations (beginning) to 79% of students meeting expectations (ending). 100% of teachers are submitting lesson plans on time every week on Fridays.</p>
			<p>March</p> 	<p>During Cycle 3 of PLCs our data increased from 54% of students meeting expectations (beginning) to 81% of students meeting expectations (ending). 100% of teachers are submitting lesson plans on time every week on Fridays.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>Due to COVID, we completed our last cycle in March 2020. Cycle 3 of PLCs our data increased from 54% of students meeting expectations (beginning) to 81% of students meeting expectations (ending). 100% of teachers are submitting lesson plans on time every week on Fridays.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>3) The campus will implement the instructional framework model, Fundamental Five, that will set the expectation for core instructional practices in all classrooms during the reading block.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 25 Power Walks weekly.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p> <p>Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks).</p>	<p>November</p> 	507 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize & Reinforce: 12%, Critical Writing: 39%).
			<p>January</p> 	1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize & Reinforce: 14%, Critical Writing: 32%).
			<p>March</p> 	1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize & Reinforce: 14%, Critical Writing: 35%).
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	Due to COVID, we ended with 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize & Reinforce: 14%, Critical Writing: 35%).

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Students will be encouraged to read books and meet word count goals.</p>	<p>Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers</p>	<p>Students reading more will impact student reading growth. Student names will be displayed on the word count wall, and class/house team points will be updated bi-weekly. Prizes will be awarded monthly at PCEPROUD assemblies.</p>	<p>November</p> 	<p>Students are being recognized monthly for word count and classes are being recognized monthly for word count and passing percentages for AR. As of November 2019, our students have read 62,789,531 words.</p>
			<p>January</p> 	<p>Students are being recognized monthly for word count and classes are being recognized monthly for word count and passing percentages for AR. Millionaires are announced the same day they meet their goal. As of January 2020, our students have read 103.361,688 words.</p>
			<p>March</p> 	<p>Students are being recognized monthly for word count and classes are being recognized monthly for word count and passing percentages for AR. As of March 2020, our students have read 156,697,521 words.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>Due to COVID, our students ended with 160,227,494 words. Students are being recognized monthly for word count and classes are being recognized monthly for word count and passing percentages for AR. Millionaire shirts were distributed to student in May 2020.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>5) Classroom teachers will meet monthly with RTI Teacher to review student data and growth. Focused lessons will be developed for Intervention/Enrichment time.</p>	<p>RTI Teacher, Veronica Hernandez (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers Teacher Aides</p>	<p>Teachers will monitor Istation reports and running records. Students will receive targeted interventions during Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p>	<p>November</p> 	<p>100% of teachers are completing their bi-weekly monitoring forms and conducting intervention 4 times per week. As of November 2019, 60% of students are Tier 1 in reading, compared to 45% in September.</p>
			<p>January</p> 	<p>100% of teachers are completing their bi-weekly monitoring forms and conducting intervention 4 times per week. As of January 2020, 68% of students are Tier 1 in reading, compared to 45% in September.</p>
			<p>March</p> 	<p>100% of teachers are completing their bi-weekly monitoring forms and conducting intervention 4 times per week. As of March 2020, 72% of students are Tier 1 in reading, compared to 45% in September.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>Due to COVID, our data ended in March 2020. 100% of teachers are completing their bi-weekly monitoring forms and conducting intervention 4 times per week. As of March 2020, 72% of students are Tier 1 in reading, compared to 45% in September.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>6) Plum Creek will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents, and community members. (Ex. Literacy Night, Reading Mentors, Peer Reading, &amp; Read-A-Thon)</p>	<p>Librarian, Kristin Scott (Lead)</p> <p>Team:</p> <p>J. Griebel (Principal)</p> <p>L. Taylor (AP)</p> <p>Classroom Teachers</p>	<p>Students reading more will impact student reading growth. Parents will learn strategies on how to support reading at home with their child. Sign in sheets will show an increase in participation to 10% or more compared to 18-19.</p>	<p>November</p> 	<p>During October 2019, we hosted a reading night, "Reading Under the Stars," for our parents and students. We had 84 parents/students attend.</p>
			<p>January</p> 	<p>During December, we had our Read-a-Thon. Students read 954 books and 4,231,258 words on December 13, 2019.</p>
			<p>March</p> 	<p>During March, we had a Pajama Read-in Day. Students read 1,021 books and 5,821,243 words on March 12, 2020.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Due to COVID, we did not have any additional parent involvement activities after March 2020.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Bilingual teachers will meet monthly in Bilingual meetings.	2nd grade Bilingual teacher, Maria Reyes (Lead)  Team: J. Griebel (Principal) L. Taylor (AP) Bilingual/ESL teachers	Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.	November 	According to November 2019 ISIP, 71% of our students taking the Spanish ISIP are at Tier 1, whereas only 60% of our students taking the English ISIP are at Tier 1. According to our Reading Checkpoint 2, our 3rd & 5th grade ELL students are out performing our non-ELL students (33% to 31% and 85% to 76%); however, our 4th grade ELL students are under-performing as compared to our non-ELL students (33% to 44%).
			January 	According to January 2020 ISIP, 88% of our students taking the Spanish ISIP are at Tier 1, whereas only 62% of our students taking the English ISIP are at Tier 1. According to our BM, our 5th grade ELL students are outperforming our non-ELL students in Reading and Math (Growth scores 65 & 67).
			March 	According to March 2020 ISIP, 88% of our students taking the Spanish ISIP are at Tier 1, whereas only 66% of our students taking the English ISIP are at Tier 1. According to our reading benchmarks, our ELL students are out performing our English students in grades 3-5.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Our bilingual data end as of March 2020 due to COVID. According to March 2020 ISIP, 88% of our students taking the Spanish ISIP are at Tier 1, whereas only 66% of our students taking the English ISIP are at Tier 1. According to our reading benchmarks, our ELL students are out performing our English students in grades 3-5.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	





## Goal 2: Every student (grades K-5) will make 1.5 years of progress in math in 2019-2020.

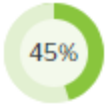

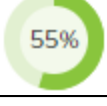

**Performance Objective 1:** During the 2019-2020 school year, 85% of students in grades K-5 will make at least 1.5 years of progress in math.

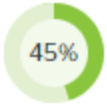



**Evaluation Data Source(s) 1:** Dream Box reports (K-1), Ren Learning reports (2-5), and STAAR reports, Math Reflex





**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Continue our focus on 1.5 years of growth in math for all students.



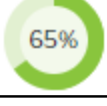

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Teachers will provide small group math instruction to students on a daily basis which includes using math manipulatives and interactive technology programs (Dream Box) to build conceptual to abstract knowledge in math.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will monitor lesson plans.</p> <p>Classroom teachers will provide small group math lessons 4-5 times per week.</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize &amp; Reinforce: 12%, Critical Writing: 39%). The campus completed 26,292 lessons as of November 2019.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). The campus completed 57,745 lessons as of January 2020.</p>
			<p>March</p> 	<p>As of March 2020, 71% of students met 1.5 years growth in math (2nd - 5th) &amp; 38% of students met 1.5 years growth in math (K-1). 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize &amp; Reinforce: 14%, Critical Writing: 35%). The campus completed 78,881 lessons as of March 2020.</p>
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
<p>June</p> 	<p>Due to COVID, most of our data ended in March 2020. 71% of students met 1.5 years growth in math (2nd - 5th) &amp; 38% of students met 1.5 years growth in math (K-1). 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize &amp; Reinforce: 14%, Critical Writing: 35%). The campus completed 83,188 lessons as of May 2020.</p>			









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) Teachers will conduct daily Math Talks with students.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will conduct weekly walk throughs during scheduled Math Talk time.</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize &amp; Reinforce: 12%, Critical Writing: 39%). 87% of teachers are conducting math talks 3 or more times per week.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). 81% of teachers are conducting math talks 3 or more times per week.</p>
			<p>March</p> 	<p>As of March 2020, 81% of teachers are conducting math talks 3 or more times per week.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Due to COVID, math talks ended in March 2020. As of March 2020, 81% of teachers were conducting math talks 3 or more times per week.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Teachers will provide daily critical writing math activities which spiral TEKS.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize &amp; Reinforce: 12%, Critical Writing: 39%). 81% of teachers are conducting critical writing activities 3 or more times per week.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). 100% of teachers are conducting critical writing activities 3 or more times per week in grades 2-5.</p>
			<p>March</p> 	<p>100% of teachers are conducting critical writing activities 3 or more times per week in grades 2-5.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Due to COVID, math talks ended in March 2020. As of March 2020, 100% of teachers are conducting critical writing activities 3 or more times per week in grades 2-5.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) The campus will implement the instructional framework model, Fundamental Five, that will set the expectation for core instructional practices in all classrooms during math.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Administration will conduct 25 Power Walks weekly. The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Coach cycles will be conducted by admin after every 15 walk throughs (approximately every 6-9 weeks).</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize &amp; Reinforce: 12%, Critical Writing: 39%). 1st round of coaching conferences were conducted in October 2019 with 100% of teachers.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). 2nd round of coaching conferences were conducted in December 2019 with 100% of teachers.</p>
			<p>March</p> 	<p>As of March 2020, 71% of students met 1.5 years growth in math (2nd - 5th) &amp; 38% of students met 1.5 years growth in math (K-1). 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize &amp; Reinforce: 14%, Critical Writing: 35%). 3rd round of coaching conferences were scheduled for the end of March.</p>
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p><b>Notes &amp; Next Steps Recommendations</b></p>
			<p>June</p> 	<p>Due to COVID, data from March 2020 shows 71% of students met 1.5 years growth in math (2nd - 5th) &amp; 38% of students met 1.5 years growth in math (K-1). 1,455 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 87%, FSGPT: 25%, Recognize &amp; Reinforce: 14%, Critical Writing: 35%).</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p>	<p>Principal will monitor weekly lesson plans. Teachers will complete the PC Monitoring Form bi-weekly via google sheets. Teachers will use data to spiral and reteach TEKS not mastered.</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). 607 walk throughs have been conducted (Lesson Frame: 95%, Power Zone: 87%, FSGPT: 20%, Recognize &amp; Reinforce: 12%, Critical Writing: 39%). Monitoring conferences were conducted in September &amp; November 2019 with 100% of teachers. 100% of teachers update their monitoring forms bi-weekly.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). Monitoring conferences were conducted in January 2020 with 100% of teachers. 100% of teachers update their monitoring forms bi-weekly.</p>
			<p>March</p> 	<p>Monitoring conferences were scheduled for the end of March 2020 . 100% of teachers update their monitoring forms bi-weekly and 100% of teachers were updating their TSM plans weekly.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Due to COVID, monitoring meetings were moved to April 2020. 100% of teachers update their monitoring forms bi-weekly and 100% of teachers were updating their TSM plans weekly through March 13, 2020.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math 6) Math Night &amp; Parent Involvement Math activities will be provided at least 4 times for students and families (Fall: 2 times &amp; Spring: 2 times)</p>	<p>Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) Classroom teachers</p>	<p>Student math growth will increase in Dream Box (K-1) and Ren Learning (2-5) due to providing hands on activities for students and parents. Family engagement math activity bags will be sent home with students every other week.</p>	<p>November</p> 	<p>As of November 2019, 61% of students met 1.5 years growth in math (2nd - 5th) &amp; 42% of students met 1.5 years growth in math (K-1). Teachers will be sending home family math activity bags in the Spring 2020. We conducted a math parent involvement day in October 2019 with 76 parents in attendance.</p>
			<p>January</p> 	<p>As of January 2020, 56% of students met 1.5 years growth in math (2nd - 5th) &amp; 37% of students met 1.5 years growth in math (K-1). 1,146 walk throughs have been conducted (Lesson Frame: 94%, Power Zone: 88%, FSGPT: 24%, Recognize &amp; Reinforce: 14%, Critical Writing: 32%). Math Night is scheduled for February 6th at 6:00 pm.</p>
			<p>March</p> 	<p>Math Night was conducted on February 6, 2020. We had 83 parents and students attend the event.</p>
			<b>Summative Evaluation</b>	
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			<p>June</p> 	<p>Due to COVID, no additional parent involvement activities were conducted after March 13, 2020.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Bilingual teachers will meet monthly in Bilingual meetings.	2nd grade Bilingual teacher, Maria Reyes (Lead)  Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Monitoring bilingual student data will allow teachers to ensure student growth is happening in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth. Bilingual teachers will review progress on language standards (ELPS) and plan cultural campus-wide activities.	November 	Bilingual teachers are meeting monthly on campus and monthly with the district bilingual team. Bilingual teachers received PD training on Global Vida in November 1st. Bilingual students are outperforming in all grade levels except for 4th grade as of November 2019.
			January 	Bilingual teachers are meeting monthly on campus and monthly with the district bilingual team. Bilingual students are outperforming in all grade levels in math as of January 2020.
			March 	Bilingual teachers are meeting monthly on campus and monthly with the district bilingual team. Bilingual students are outperforming in all grade levels in math as of March 2020.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to COVID, bilingual teachers only conducted one additional meeting after March 2020, to review the EOY progress of our bilingual students. 100% of bilingual teachers attended the virtual meeting. Throughout the year bilingual teachers are meeting monthly on campus and monthly with the district bilingual team.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

### Goal 3: Every student (grades K-5) will make progress in writing in 2019-2020.

**Performance Objective 1:** During the 2019-2020 school year, 85% of students in grades K-5 will average a 3-4 in writing.

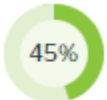
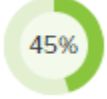
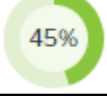

**Evaluation Data Source(s) 1:** Writing Rubric

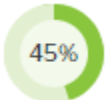

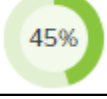

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

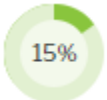
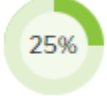
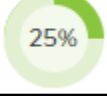

**Next Year's Recommendation 1:** Continue to focus on growing all students in writing.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Teachers will use Matt Glover Writers Workshop (K) or Patterns of Power (1-5) to build student writing skills. Students will write daily during their writing block.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) Classroom teachers	Administration will conduct walk throughs during writing blocks and monitor weekly lesson plans to ensure classroom teachers are using Matt Glover (K-1) or Patterns of Power (2-5). Student work displayed and writing journals will show students daily writing.	November	100% of teachers are using Matt Glover (K) or Patterns of Power (1st - 5th) during writing blocks. 55% of students are scoring a 3 or 4 on their November writing.
			January	100% of teachers are using Matt Glover (K) or Patterns of Power (1st - 5th) during writing blocks. 58% of students are scoring a 3 or 4 on their January 2020 writing.
			March	100% of teachers are using Matt Glover (K) or Patterns of Power (1st - 5th) during writing blocks. 62% of students are scoring a 3 or 4 on their March 2020 writing.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Due to COVID, we were unable to continue with Matt Glover and Patterns of Power during our writing blocks. As of March 13, 2020, 100% of teachers were using writing programs and 62% of students were scoring a 3 or 4.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Teachers will meet once every month during faculty meetings to analyze student writing samples using a rubric.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) Classroom teachers	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 student writing samples for 5 students to faculty meetings. Students writings will be reviewed based on TEKS that have been taught.  Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.	November	Teachers met in September, October, and November to analyze writings. 0 - 1 DNM: 15%, 1 - 2 APP: 30%, 2 - 3 ME: 37% , 3 - 4 MA: 18%
			January	Teachers meet monthly to analyze student writings (K-5): 0 - 1 DNM: 13%, 1 - 2 APP: 29%, 2 - 3 ME: 39% , 3 - 4 MA: 19%
			March	Teachers meet monthly to analyze student writings (K-5): 0 - 1 DNM: 12%, 1 - 2 APP: 26%, 2 - 3 ME: 40% , 3 - 4 MA: 22%
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Due to COVID, we were unable to continue with Matt Glover and Patterns of Power during our writing blocks. As of March 13, 2020, data shows: (K-5): 0 - 1 DNM: 12%, 1 - 2 APP: 26%, 2 - 3 ME: 40% , 3 - 4 MA: 22%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) 3rd and 4th grade teachers will use the writing program, Be a Writer to build students writing skills.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) 3rd/4th grade teachers	In an effort to provide students with a variety of writing samples teachers will use the Be A Writer curriculum daily. Every month, student writing samples will be scored with a writing rubric to assess growth. Teachers will assign lessons to support areas of need with small group and individuals.	November	82% of 3rd and 4th grade teachers are using Be a Writer atleast three days a week in addition to Patterns of Power.
				
			January	100% of teachers are using Patterns of Power in grades 1-5. 4th grade writing BM data: Approaches - 25%, Meets - 11%, and Masters - 5%.
				
			March	100% of teachers are using Patterns of Power in grades 1-5. 3rd grade teachers are using Be a Writer once per week and 4th grade teachers are implementing TSM plans. Data is entered weekly to track student growth.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
June	Due to COVID, 3rd and 4th grade teachers did not use Be a Writer after March 13, 2020.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)	Librarian, Kristin Scott (Lead)  Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.	November	During October, all students completed Pumpkin writings through the library. In November, Kinder & 1st grade students wrote how to make a turkey. 4th & 5th grade students wrote book reviews for K-3rd grade students.
				
			January	In January, students completed book reviews for the library.
				
			March	No writing activities were provided in March through the library.
				
			<b>Summative Evaluation</b>	
		<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>	
		June	Due to COVID, no additional writing opportunities were provided after March 2020 through the library.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) 4th grade students will take checkpoints during the spring semester.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) 4th grade teachers	Student checkpoints will reflect gains from prior week checkpoints.	November 	4th grade students are scheduled to take the Interim Writing Assessment on December 12, 2019.
			January 	4th grade writing BM data: Approaches - 25%, Meets - 11%, and Masters - 5%. Teachers created timeline to include writing checkpoints starting February 13th to increase student writing proficiency.
			March 	4th grade writing BM data: Approaches - 25%, Meets - 11%, and Masters - 5%. Teachers are implementing TSM Writing Plan for 4th grade students and enter data weekly to track student growth.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	4th grade writing BM data: Approaches - 25%, Meets - 11%, and Masters - 5%. Teachers are implementing TSM Writing Plan for 4th grade students and enter data weekly to track student growth.

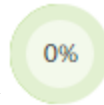
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Plum Creek will host a writing showcase during the spring semester. Students will showcase their published work. Families will have an opportunity to work together on a writing project.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) Classroom teachers	Student writing proficiency will increase based on writing rubrics. Parent will develop ideas for providing assistance at home with writing.	November	Spring Writing Showcase is scheduled for March 10, 2020.
			January	Students are writing daily. Spring Writing Showcase is scheduled for March 10, 2020 for students to display their writing collections.
			March	Spring Writing Showcase was conducted on March 10, 2020. We had 28 parents attend.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	Spring Writing Showcase was conducted on March 10, 2020. We had 28 parents attend.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





## Goal 4: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff.


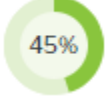


**Performance Objective 1:** During the 2019-2020 school year, we will provide student and staff recognition awards and activities twice per month.





**Evaluation Data Source(s) 1:** ADA report, Positive Referrals, Istation reports, Dream Box reports, Ren Learn reports, Campus Performance Schedule, AR Reports, AESOP reports, Staff survey



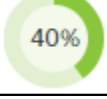

**Summative Evaluation 1:** Met Performance Objective



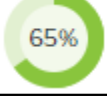

**Next Year's Recommendation 1:** Continue to recognize students and staff twice per month.





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Students will be recognized for attendance and academics.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) L. Ramirez (Registrar) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%. Campus 1.5 growth will meet or exceed 85%.	November	Student Attendance as of November 20, 2019 was 96.64%. Students are currently being recognized weekly and classes daily for outstanding attendance.
				
			January	Student Attendance as of January 24, 2020 was 96.18%. Students are currently being recognized weekly and classes daily for outstanding attendance.
				
			March	Student Attendance as of March 13, 2020 was 96.17%. Students are currently being recognized weekly and classes daily for outstanding attendance.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Student Attendance as of March 13, 2020 was 96.17%. Due to COVID, students and staff were provided weekly virtual activities to complete to keep our PC community engaged.
				





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) House teams will compete for monthly prizes for the team having the highest attendance percentage and word count.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) K. Scott (Librarian) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%. Student reading comprehension and vocabulary will improve due to increased number of words and passing percentage using Accelerated Reader (AR).	November	Daily, weekly, and monthly attendance and word count incentives are given to students, classes, and house teams. As of November 2019, word count is 62,789,531 words.
				
			January	Daily, weekly, and monthly attendance and word count incentives are given to students, classes, and house teams. As of January 2020, word count is 120,127,688 words. Student attendance is 96.18%.
				
			March	Daily, weekly, and monthly attendance and word count incentives are given to students, classes, and house teams. As of March 2020, word count is 156,697,521 words. Student attendance is 96.17%.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	Due to COVID, daily, weekly, and monthly attendance and word count incentives were not given to students, classes, and house teams. Teachers recognized student weekly virtually. As of May 2020, word count is 160,227,494 words. Student attendance is 96.17%.
				

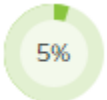

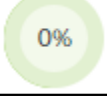

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) Students will be provided incentives and field trips for meeting Attendance Challenges throughout the year. (3 times in the Fall and 3 times in the Spring)	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) L. Skinner (Counselor) L. Ramirez (Registrar) Classroom teachers	PCE's ADA will rise from 96.6% to meet or exceed our campus goal of 97%.	November	Student attendance as of November 20, 2019 is 96.64%. Students have completed a 30 day and 20 day challenge.
				
			January	Student attendance as of January 24, 2020 is 96.18%. Students are currently working on a 20 day attendance challenge for the month of January. 313 students attended a field trip on January 10th for our Thanksgiving - Christmas attendance challenge.
				
			March	Student attendance as of March 13, 2020 is 96.17%. Students were competing for weekly prizes.
				
<b>Summative Evaluation</b>				
			<b>Month</b>	<b>Notes &amp; Next Steps Recommendations</b>
			June 	Due to COVID, March 13, 2020 student attendance data ended at 96.17%. No additional attendance challenges were provided after March 2020.

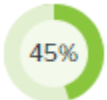

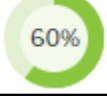

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) Classroom and grade levels will be recognized weekly for outstanding attendance.	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) L. Skinner (Counselor) L. Ramirez (Registrar) Classroom teachers	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest great level attendance winner will have their banner displayed in the main hallway. Attendance banners will be given out weekly for the class with the highest attendance (1 per grade level).	November 	Teachers have 100% attendance banners, but classes have not been recognized during morning announcements.
			January 	Teachers have 100% attendance banners, but classes are only recognized weekly during announcements.
			March 	Teachers have 100% attendance banners, but classes are only recognized weekly during announcements.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Teachers have 100% attendance banners, but classes were not recognized after March 2020 due to COVID.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) Plum Creek will provide monthly student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Latino Literacy, etc...).	Principal, Jamee Griebel (Lead)  Team: L. Taylor (AP) Specials & Classroom teachers	Increase parent involvement on the campus from 5% to 10% participation at every event.	November	For our Reading Night in October 2019, 87 parents attended. For our 3rd grade musical in October 2019, 77 parents attended. For our 4th grade musical in November 2019, 56 parents attended.
				
			January	For our 5th grade musical in December 2019, 58 parents attended. For our Science Night on January 16th, we had 46 students and 65 parents attend.
				
			March	For our 2nd grade musical in February 2020, 61 parents attended.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	No additional student performances were provided for parents and families after March 2020.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>6) Teachers will be recognized and receive an incentive (twice per month) for attendance, staff support, and/or leading training on campus.</p>	<p>Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) L. Skinner (Counselor)</p>	<p>Maintain staff retention rate of &gt;90%. Current retention rate was 93%.</p>	<p>November</p> 	Two staff members per month are recognized. During the month of November, staff members wrote kudos/praise to peers that were placed on the recognition wall.
			<p>January</p> 	Staff members wrote kudos/praise to peers that were placed on the recognition wall. Shout out were added to our weekly #PCEPROUD Press Newsletter for staff. 100% of teachers were recognized at the board meeting for the campus reaching 1.5. Admin provided a luncheon for the campus. Teachers who reach 80% of more of students being at 1.5 in reading receive jean passes and tacos.
			<p>March</p> 	Shout out were added to our weekly #PCEPROUD Press Newsletter for staff. Teachers who reach 80% of more of students being at 1.5 in reading and math receive prizes.
			<b>Summative Evaluation</b>	
			<p>Month</p>	<p>Notes &amp; Next Steps Recommendations</p>
			<p>June</p> 	Shout outs continued virtually after March 2020 due to COVID. Shout outs were also included in weekly staff newsletters.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
7) Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.	LeeAnn Skinner, Counselor (Lead)  Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Increase positive behavior on campus. Admin will monitor lesson plans and will ensure monthly campus wide activities are provided to students/parents. Counselor will conduct walk throughs during mindset lessons on Mondays. Decrease the percentage of students by 20% in Behavior RTI.	November	100% of teachers complete weekly lesson with their classes on Mindset Mondays.
				
			January	100% of teachers complete weekly lesson with their classes on Mindset Mondays. Counselor is providing guidance lessons 1-2 times monthly.
				
			March	100% of teachers complete weekly lesson with their classes on Mindset Mondays. Counselor is providing guidance lessons 1-2 times monthly.
				
			<b>Summative Evaluation</b>	
		Month	Notes & Next Steps Recommendations	
		June	7 Mindsets lessons were discontinued after March 13, 2020 due to COVID. Distance Learning websites by counselors provided links for parents/students for Mindset lessons.	
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
8) Positive Referrals for outstanding behavior will be given to students by teachers and administration.	LaToya Taylor, AP (Lead)  Team: J. Griebel, Principal L. Skinner (Counselor) Classroom teachers	Increase positive behavior on campus. Admin will collect data for the number of positive referrals given monthly.	November	We discussed ordering positive referrals to use in the spring.
				
			January	We decided not to use positive referrals in the Spring and make this a priority next year.
				
			March	We decided not to use positive referrals in the Spring and make this a priority next year.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
June	We decided not to use positive referrals in the Spring and make this a priority next year.			
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>9) Provide fitness activities for students and staff to be healthy.</p>	<p>LaToya Taylor, Asst. Principal (Lead)</p> <p>Team: J. Griebel (Principal) L. Skinner (Counselor) L. Robinson (PE) Veronica Jimenez (Nurse)</p>	<p>Students will have PE three times per week and recess every day, so student will be healthier. The fitness gram is given to students. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.</p>	<p>November</p> 	<p>100% of students attend PE a minimum of three times per week. During October, staff completed a biggest loser challenge for those staff who wanted to participate. Plum Creek will participate in the Annual Kickball Tournament in December 2019.</p>
			<p>January</p> 	<p>100% of students attend PE a minimum of three times per week. 14 Plum Creek staff participated in the LISD Annual Kickball Tournament in December 2019.</p>
			<p>March</p> 	<p>100% of students attend PE a minimum of three times per week. 11 staff participated in the LISD Annual Volleyball Tournament in March 2020.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>100% of students attend PE a minimum of three times per week until March 13, 2020. 11 staff participated in the LISD Annual Volleyball Tournament in March 2020. The last six weeks of school, we conducted a staff wellness challenge.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
10) Provide SEL and CRASE training for teachers.	LeeAnn Skinner, Counselor (Lead)  Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers	Students and staff will feel safe at school. Teachers will have greater awareness of social/emotional issues that effect students allowing for increased student referrals receiving support from the Hogg Grant.	November	CRASE Training was completed in the Fall 2019 at the GOPAC. SEL training is planned for the Spring 2020.
			January	Follow up SEL training is being rescheduled for a later date.
			March	Follow up SEL training is being rescheduled for a later date.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June	Follow up SEL training is being rescheduled for a later date.
				

**Lockhart Independent School District**  
**Pride High School**  
**2019-2020 Formative Review with Notes**

**Accountability Rating: A**



# Mission Statement

The mission of PRIDE High School (PHS) is to provide all students an opportunity to graduate through an alternative means. PHS focuses on individualized learning through a “blended” learning environment wherein coursework combines the use of quality student-centered Instruction with online curriculum delivered at a “goal-driven” pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning. PHS is the ideal choice for students who: wish to accelerate their learning because they are seeking to graduate early, are seeking to recover credits, or are simply seeking a smaller high school community.

## Vision

PRIDE High School prepares students to become life-long learners and contributing members of our global society and the local community by providing a nurturing, challenging learning environment in which students can feel connected and successful while developing a strong sense of personal responsibility for their choices and actions.

## Core Beliefs

All students can and should earn a high school diploma.

All students come with a unique set of strengths and weaknesses and can learn to enhance their strengths and find useful and constructive strategies to cope with their weaknesses.

Learning is a result of teacher and student choices.

Choices determine outcomes. If you choose a behavior, you inherently choose the outcome that is consequential to that behavior; therefore, you are responsible for your outcomes.

PRIDE stands for Personal Responsibility in Daily Effort.

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# Goal 1: All students taking the Algebra 1 STAAR EOC will meet or exceed STAAR progress measure requirements.





**Performance Objective 1:** For the 2019-20 school year, 75% of PRIDE High School students taking the Algebra 1 STAAR EOC will meet STAAR progress measure requirements by May 2020.





**Evaluation Data Source(s) 1:** Success will be demonstrated when, at the end of the 2019-20 school year, student performance on all STAAR EOCs will demonstrate growth as compared to 8th grade Math STAAR. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.




**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Similar Goal









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p>	Principal, Asst. Principal	Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of write critically.	November	Current PW data: 49% usage of lesson frames, 51% usage of the power zone, 14% usage of frequent small group purposeful talk, 34% usage of recognize and reinforce, 32% usage of write critically.
			January	Current PW data: 82% usage of lesson frames, 45% usage of the power zone, 25% usage of frequent small group purposeful talk, 60% usage of recognize and reinforce, 20% usage of write critically.
			March	Current PW data: 82% usage of lesson frames, 45% usage of the power zone, 25% usage of frequent small group purposeful talk, 60% usage of recognize and reinforce, 20% usage of write critically.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
			June	Need to focus on lesson frames by providing more feedback for lesson plans. There will also be more focus on planning and learning with Blended Learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 2) All students enrolled in Algebra 1 will take checkpoint assessments aligned to district course scope and sequences.	Principal, Assistant Principal	Formativ	November	All identified students have taken the appropriate checkpoints and will continue to do so next semester. All data is available in Eduphoria.
			 90%	
			January	All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria., updated to checkpoint 4.
			 95%	
			March	All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria., updated to checkpoint 4.
			 100%	
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria., updated to checkpoint 4.
			 100%	

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) PHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, formative assessments, and Edgenuity reports.</p>	Principal, Assistant Principal	Teachers will make curricular decisions based on data analysis. Teachers will develop reteach plans for standards on which students demonstrate difficulty. Students will demonstrate improved performance over time.	November	PLC meeting occurs weekly
				
			January	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				
			March	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 4) Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"	Principal, Assistant Principal	Students will demonstrate improved performance on identified "power standards."	November	
			January 	50% have passed Algebra 1 at the Approaches level, 35% have reached the Approaches level on English II.
			March 	50% have passed Algebra 1 at the Approaches level, 35% have reached the Approaches level on English II.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Need to continue to focus our efforts on reading and writing, with the addition of a reading class and a campus initiative of writing, which started in January.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 5) Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support	Principal, Assistant Principal	Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.	November	Identified students participate in targeted interventions
			 70%	
			January	Students have targeted interventions in place, which includes options under the Flex Model of Blended Learning.
			 85%	
			March	Students have targeted interventions in place, which includes options under the Flex Model of Blended Learning.
			 85%	
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	Students will continue to be tiered with relevant data such as BOY, interim, formative's, and other performance monitoring. Station Rotations will be used to target instruction per student.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration	Principal, Assistant Principal	Students will demonstrate improved performance to targeted levels on assessments	November 	Implemented Dec 2-6
			January 	Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50
			March 	Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Will continue to focus on instruction, bolstering planning and less reliance on Edgenuity. Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

## Goal 2: All students taking the English 2 STAAR EOC will meet or exceed STAAR progress measure requirements.



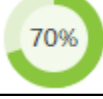

**Performance Objective 1:** For the 2019-20 school year, 75% of Pride High School students taking the English 2 STAAR EOC will meet STAAR progress measure requirements by May 2020.





**Evaluation Data Source(s) 1:** Success will be demonstrated when, at the end of the 2019-20 school year, student performance on all STAAR EOCs will demonstrate growth as compared to English 1 STAAR EOC. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

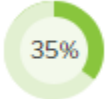


**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective





**Next Year's Recommendation 1:** Similar Goal



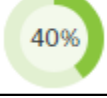





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 1) The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.		Coaching cycle will result in Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 75% usage of the power zone, 20% usage of frequent small group purposeful talk, 20% usage of recognize and reinforce, and 15% usage of write critically.	November	Current PW data: 49% usage of lesson frames, 51% usage of the power zone, 14% usage of frequent small group purposeful talk, 34% usage of recognize and reinforce, 32% usage of write critically.
			January	Current PW data: 82% usage of lesson frames, 45% usage of the power zone, 25% usage of frequent small group purposeful talk, 60% usage of recognize and reinforce, 20% usage of write critically.
			March	Current PW data: 82% usage of lesson frames, 45% usage of the power zone, 25% usage of frequent small group purposeful talk, 60% usage of recognize and reinforce, 20% usage of write critically.
			<b>Summative Evaluation</b>	
			Month	<b>Notes &amp; Next Steps Recommendations</b>
June	Will focus on lesson frames by providing more feedback for lesson plans. There will also be more focus on planning and learning with Blended Learning.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>2) All students enrolled in English 2 will take checkpoint assessments aligned to district course scope and sequences.</p>	<p>Principal, Assistant Principal</p>	<p>Formative data will be collected for all students.</p>	<p>November</p> 	<p>All identified students have taken the appropriate checkpoints and will continue to do so next semester. All data is available in Eduphoria.</p>
			<p>January</p> 	<p>All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria., updated to checkpoint 4.</p>
			<p>March</p> 	<p>All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria., updated to checkpoint 4.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p> 	<p>All identified students have taken the appropriate checkpoints, which include the interim assessments and Ren Learn. All data is available in Eduphoria, updated to checkpoint 4.</p>

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>3) PHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, formative assessments, and Edgenuity reports.</p>	Principal, Assistant Principal	Teachers will make curricular decisions based on data analysis. Teachers will develop reteach plans for standards on which students demonstrate difficulty. Students will demonstrate improved performance over time.	November	PLC meetings occur weekly
				PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
			January	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
			March	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	PLC meets weekly to plan writing across the content areas, analyze student work and plan station rotations based on student performance.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 4) Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"	Principal, Assistant Principal	Students will demonstrate improved performance on identified "power standards."	November	
			January 	35% have reached the Approaches level on English II.
			March 	35% have reached the Approaches level on English II.
			<b>Summative Evaluation</b>	
			Month	Notes & Next Steps Recommendations
			June 	Will continue to focus our efforts on reading and writing, with the addition of a reading class and a campus initiative of writing, which started in January.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<b>TEA Priorities</b> Build a foundation of reading and math 5) Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support	Principal, Assistant Principal	Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.	November	Identified students participate in targeted interventions
			 70%	
			January	Students have targeted interventions in place, which includes options under the Flex Model of Blended Learning.
			 85%	
			March	Students have targeted interventions in place, which includes options under the Flex Model of Blended Learning.
			 85%	
<b>Summative Evaluation</b>				
			Month	Notes & Next Steps Recommendations
			June	Students will continue to be tiered with relevant data such as BOY, interim, formative's, and other performance monitoring. Station Rotations will be used to target instruction per student.
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration	Principal, Assistant Principal	Students will demonstrate improved performance to targeted levels on assessments	November 	Implemented Dec 2-6
			January 	Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50
			March 	Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Growth Measures by Content Area: Eng I: 23 Eng II: 26 Biology: 55 Algebra 1: 68 Us Hist: 50 Will continue to focus on instruction, bolstering planning and less reliance on Edgenuity.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				


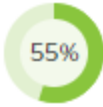


### Goal 3: PRIDE High School will improve average daily attendance rates for the 2019-20 school year as compared to the 2018-19 school year

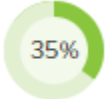
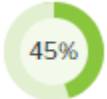

**Performance Objective 1:** Pride High School will improve average daily attendance from a rate of 82% in 2018-19 to a rate of 88% or higher in 2019-20 by refining systems for monitoring and responding to attendance data, by improving interventions for students with poor attendance, and by cultivating a school-wide culture of good attendance.

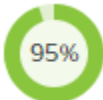



**Evaluation Data Source(s) 1:** Success will be demonstrated when, at the end of the 2019-20 school year, the average daily attendance meets or exceeds 88% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.





**Summative Evaluation 1:** Met Performance Objective



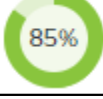

**Next Year's Recommendation 1:** Continue with similar goal

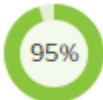







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time attendance.	Principal, Assistant Principal, Counselor	Students that would accrue more absences under standard daily attendance recording procedures will be able to demonstrate attendance by accruing a minimum number of instructional minutes over the course of the year.	November 	Program in place. No students currently participating.
			January 	Program in place and has been approved. We currently have 1 student enrolled in program.
			March 	Program in place and has been approved. We currently have 1 student enrolled in program.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Program has been approved, will continue with program next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) PHS teachers and leaders will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.	Principal, Assistant Principal	Families will view Pride High School as a welcoming and engaging school environment that emphasizes building relationships with and stresses the importance of going to class every day.	November	
			January 	Phone calls are made weekly, social media has increased with Twitter and Instagram. Student Advisory Council is increasing engagement.
			March 	Phone calls are made weekly, social media has increased with Twitter and Instagram. Student Advisory Council is increasing engagement with students and school.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Communication through community has improved, will continue to spread the word of PRIDE HS through social media and parent involvement.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
3) PHS teachers and leaders will send a clear message that going to school every day is a priority by providing regular recognition and rewards to students and families who have good and improved attendance.	Principal, Assistant Principal, Counselor	Students will demonstrate improved attendance	November 	Cumulative attendance data as of 12/6/19 is 86.27% Cumulative attendance data as of 12/5/18 was 83.22% A difference of +3.05%
			January 	Cumulative attendance data as of 2/22/19 is 82.62% Cumulative attendance data as of 2/22/20 is 86.15% A difference of +3.53%
			March 	Cumulative attendance data as of 3/08/19 is 82.62% Cumulative attendance data as of 3/06/20 is 86.12% A difference of +3.50%
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Cumulative attendance for the year is 89.14% Will continue with attendance efforts for the next school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
4) PHS teachers and leaders will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance. Teachers will record attendance and tardies for every period throughout the day.	Principal, Assistant Principal, Counselor	Accurate period-by-period attendance and tardy data will be collected.	November 	Teachers consistently take attendance appropriately
			January 	Teachers consistently take attendance appropriately
			March 	Teachers consistently take attendance appropriately
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Teachers consistently take attendance appropriately

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
5) PHS teachers and leaders will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.	Principal, Assistant Principal, Counselor	Students at risk of chronic absence will be identified so that they and can be connected to a higher tier of support.	November 	Student interventions occur on an ongoing basis
			January 	Student interventions occur on an ongoing basis. Attendance committee meets weekly to look at chronic absences and incentives.
			March 	Student interventions occur on an ongoing basis. Attendance committee meets weekly to look at chronic absences and incentives.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Student interventions occur on an ongoing basis. Attendance committee meets weekly to look at chronic absences and incentives.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
6) The Attendance Committee will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students	Assistant Principal, Counselor	Students will demonstrate improved attendance	November 	Attendance committee meets weekly
			January 	Attendance committee meets weekly
			March 	Attendance committee meets weekly
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Attendance committee meets weekly, students are targeted for phone calls, letters and home visits. Students are referred to court as needed.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

# Official Delegate Designation Form

**Please note:**

- Only board members of TASB Active Members (public school districts and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>).
- The *Delegate Assembly Handbook* will be distributed electronically at least 20 days prior to Delegate Assembly. Hard copies of the *Handbook* will be available on site. (Mailed copies will be available by request.)
- Credentials (ribbon and button) will be mailed to delegates and alternates who are registered by August 21. After that date, credentials must be picked up on site at Delegate Assembly.

**Delegate:** \_\_\_\_\_

Board position: \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing address (if NOT the district address) for Delegate Assembly materials:

\_\_\_\_\_

**Alternate:** \_\_\_\_\_

Board position: \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing address (if NOT the district address) for Delegate Assembly materials:

\_\_\_\_\_

**Name of school district:** \_\_\_\_\_

**County-district number:** \_\_\_\_\_ **TASB (ESC) region number:** \_\_\_\_\_

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2020 TASB Delegate Assembly scheduled for October 3 in Dallas (as provided by the TASB Bylaws).

Board president's signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Please return your board's designations online or to the address below by August 21, 2020, to receive Delegate Assembly credentials by mail. Delegates submitted after August 21 will need to pick up credentials (button and ribbon) on site.*

Texas Association of School Boards  
Attn: Michael Pennant  
Fax: 512.467.3554  
Email: michael.pennant@tasb.org



Questions? Contact Michael Pennant at 800.580.8272 or michael.pennant@tasb.org.

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

## 2019-2020 Budget Summary

### General Fund:

- ✓ State revenue assumes 1.9% ADA growth from prior year
- ✓ State revenue includes HB3 increases
- ✓ M&O local tax revenue is based upon \$0.9665/per \$100 value
- ✓ Includes all new positions approved by the board for 2020-2021
- ✓ Includes the 2020-2021 Employee Compensation Plan
- ✓ Includes capital outlay of \$751,796
  
- ✓ Debt Service Fund:
- ✓ Debt service expenditures pays the annual payment on prior bond issues and does not include a projection to defease debt

### Maintenance Tax Note Fund:

- ✓ Sets aside funds to pay the 2020-2021 debt payments

### School Nutrition Fund:

- ✓ Represents the budget approved when the contract with Southwest Foodservice Excellence was extended for 2020-2021, plus revenue and expenses to continue the Seamless Summer feeding through the month of July 2020

**BUDGET COMPARISON**  
**2020-2021 PROPOSED BUDGET TO 2019-2020 BUDGET**

	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
	Proposed	Proposed	Proposed	Proposed	Proposed
	Budget	Budget	Budget	Budget	Budget
Obj	M&O	Debt Service	Maint Tax Note	School Nutrition	Grand Total
<b>Estimated beginning fund balance 7/1</b>	<b>\$ 17,747,084</b>	<b>\$ 5,359,478</b>	<b>\$ 164,387</b>	<b>\$ 1,045,369</b>	<b>\$ 24,316,317</b>
LOCAL REVENUE SOURCES	\$ 16,035,848	\$ 4,651,390	\$ 50	\$ 287,156	\$ 20,974,444
STATE REVENUE SOURCES	40,999,058	570,597	-	\$ 16,323	\$ 41,585,978
FEDERAL REVENUE SOURCES	530,150	-	-	\$ 3,690,679	\$ 4,220,829
TRANSFERS IN	-	-	370,430	\$ -	\$ 370,430
<b>ESTIMATED TOTAL REVENUES</b>	<b>\$ 57,565,056</b>	<b>\$ 5,221,987</b>	<b>\$ 370,480</b>	<b>\$ 3,994,158</b>	<b>\$ 67,151,681</b>
SALARIES/BENEFITS	\$ 40,640,344	\$ -	\$ -	\$ 1,109,858	\$ 41,750,202
CONTR/PROF SERV	10,062,882	-	-	2,657,463	\$ 12,720,345
SUPPLIES/MAT'LS	2,586,642	-	-	196,239	\$ 2,782,881
OTHER OPER COST	3,054,590	-	-	15,800	\$ 3,070,390
DEBT SERV COSTS	39,342	5,154,013	370,480	-	\$ 5,563,835
CAPITAL OUTLAY	751,796	-	-	-	\$ 751,796
TRANSFERS OUT	427,258	-	-	-	\$ 427,258
<b>ESTIMATED TOTAL EXPENDITURES</b>	<b>\$ 57,562,854</b>	<b>\$ 5,154,013</b>	<b>\$ 370,480</b>	<b>\$ 3,979,360</b>	<b>\$ 67,066,707</b>
<b>Net increase (decrease) to fund balance:</b>	<b>\$ 2,202</b>	<b>\$ 67,974</b>	<b>\$ -</b>	<b>\$ 14,798</b>	<b>\$ 84,974</b>
<b>Estimated ending fund balance 6/30</b>	<b>\$ 17,749,286</b>	<b>\$ 5,427,452</b>	<b>\$ 164,387</b>	<b>\$ 1,060,167</b>	<b>\$ 24,401,291</b>

**BUDGET COMPARISON**  
**2020-2021 PROPOSED BUDGET TO 2019-2020 BUDGET**

		<b>2019-20</b>	<b>2020-21</b>	
<b>Function</b>	<b>Function Description</b>	<b>Revised Budget</b>	<b>Proposed Budget</b>	<b>Change</b>
XXX E 00 ---- - - - -	TRANSFERS OUT	670,712	427,258	\$ (243,454)
XXX E 11 ---- - - - -	INSTRUCTION	30,521,265	32,872,517	\$ 2,351,252
XXX E 12 ---- - - - -	INST. RESOURCES & MEDIA SVCS	633,304	640,360	\$ 7,056
XXX E 13 ---- - - - -	CURRICULUM DEV.& INST.STF DEV	1,578,637	1,246,824	\$ (331,813)
XXX E 21 ---- - - - -	INSTRUCTIONAL LEADERSHIP	535,556	596,398	\$ 60,842
XXX E 23 ---- - - - -	SCHOOL LEADERSHIP	3,090,542	3,297,410	\$ 206,868
XXX E 31 ---- - - - -	GUIDANCE & COUNSELING	1,172,415	1,222,301	\$ 49,886
XXX E 32 ---- - - - -	SOCIAL WORK SERVICES	155,837	171,237	\$ 15,400
XXX E 33 ---- - - - -	HEALTH SERVICES	693,008	603,317	\$ (89,691)
XXX E 34 ---- - - - -	PUPIL TRANSPORTATION	3,080,130	3,291,013	\$ 210,883
XXX E 35 ---- - - - -	FOOD SERVICES	3,694,354	3,729,152	\$ 34,798
XXX E 36 ---- - - - -	COCURR./EXTRACURR.ACTIVITIES	1,889,339	1,743,552	\$ (145,787)
XXX E 41 ---- - - - -	ADMINISTRATIVE SUPPORT SERVICE	2,415,379	2,479,714	\$ 64,335
XXX E 51 ---- - - - -	PLANT MAINTENANCE & OPERATIONS	5,383,079	5,401,537	\$ 18,458
XXX E 52 ---- - - - -	SECURITY & MONITORING SERVICES	291,063	222,782	\$ (68,281)
XXX E 53 ---- - - - -	DATA PROCESSING SERVICES	806,305	864,136	\$ 57,831
XXX E 61 ---- - - - -	COMMUNITY SERVICES	33,288	19,048	\$ (14,240)
XXX E 71 ---- - - - -	DEBT SERVICES	5,912,933	5,563,835	\$ (349,098)
XXX E 81 ---- - - - -	CAPITAL OUTLAY	3,307,397	657,200	\$ (2,650,197)
XXX E 93 ---- - - - -	PAYMENTS TO FISCAL AGENTS\MBRS	1,571,173	1,625,116	\$ 53,943
XXX E 99 ---- - - - -	INTERGOVERNMENTAL EXPENSE	369,599	392,000	\$ 22,401
XXX E - - - - - - - - - -	Expense	\$ 67,805,315	\$ 67,066,707	\$ (738,608)
<b>Other Required information:</b>				
		<b>19-20 Actual Exp.</b>	<b>Proposed Budget</b>	<b>Change</b>
<i>Note: Included in function 41 above are expenditures required by law to be published in a newspaper.</i>		\$ 1,161	\$ 3,000	\$ 1,839

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA TITLE:

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