

**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, August 24, 2020 – 6:30 PM**

Notice is hereby given that on August 24, 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 Comment
5. Recognitions:
6. CLOSED SESSION:
  - A. Adjourned to Closed Session: 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):
    1. Superintendent's Contract
7. Business: Consent Agenda
  - A. Approval of Minutes:
    1. July 27, 2020
    2. August 17, 2020
  - B. Approve Resolution Regarding Extracurricular Status of 4-H Organization and Adjunct Faculty Agreement
  - C. Approve List of Certified T-TESS Appraisers for the 2020-2021 School Year
  - D. Approve Budget Amendments
  - E. Approve MOU Between Cenikor Foundation and Lockhart ISD, 2020-2021
  - F. Review the 2019-2020 Purchasing Cooperative Fee Report
  - G. Renew Texas Association of School Boards (TASB) Risk Management Fund Unemployment Compensation Program for 2020-2021
  - H. Review Tax Collection Report
    - I. Review Cash Investments Report
8. COMMUNICATION:
  - A. First Day of School/COVID-19 Update
  - B. 2014 Bond Progress Update; Alma Brewer Strawn Elementary School Renovation Project
  - C. 2020-2021 LISD District Improvement Plan and Campus Improvement Plans
  - D. Review Local Policy Update 115: BF(LOCAL): BOARD POLICIES; DED(LOCAL): COMPENSATION AND BENEFITS - VACATIONS AND HOLIDAYS; DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION; EI(LOCAL): ACADEMIC ACHIEVEMENT; FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY; FD(LOCAL): ADMISSIONS; FEB(LOCAL): ATTENDANCE - ATTENDANCE ACCOUNTING; FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT; FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION; FMF(LOCAL): STUDENT ACTIVITIES - CONTESTS AND COMPETITION; FNG(LOCAL): STUDENT RIGHTS

AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES; GF(LOCAL):  
PUBLIC COMPLAINTS

E. Review Resolution Regarding Board Review of Board Policy CDA (local) - OTHER REVENUES - INVESTMENT

9. COMMUNICATION/ACTION:

A. Approve Resolution Adopting the Maintenance and Operations Tax Rate, Interest and Sinking Tax Rate and Total Tax Rate for 2020

B. APPROVE RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS DURING EMERGENCY SCHOOL CLOSINGS

C. Consider and/or Approve 7th Grade Reading Instruments Requirement

D. Consider and/or Approve Asynchronous Plan

E. Consider and/or Approve Purchase in Excess of \$50,000 for Elementary Literacy Library

F. Consider and/or Approve Remote Learning for weeks 4-8 of Fall 2020 for Lockhart Junior High School

G. Consider and/or Approve Lease of 520 Pecos Building to 4:12 Kids

H. Consideration and Possible Action to Extend Superintendent's Contract and Approve Salary

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

11. BENEDICTION

12. 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 Friday, August 21, 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.

A handwritten signature in black ink, appearing to read "Mark Strode". The signature is written in a cursive style with a prominent flourish at the end.

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Superintendent

# 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, July 27, 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 6:32 p.m. by Board President Steve Johnson. Other members present were Warren Burnett, Michael Wright, Becky Lockhart and Carl Cisneros. Trustee Guyton arrived at 6:36pm.
2. Pledge of Allegiance
3. Invocation was given by Trustee Burnett
4. PUBLIC HEARING
  - A. Public Hearing for Optional Flexible School Day Program (OFSDP) for Pride High School for the 2020-2021 School Year

None.

The Board moved to item 10-A and 10-E.

Communication/Action:

10 A. Consider and/or Approve Optional Flexible School Day Program (OFSDP) for Pride High School for the 2020-2021 School Year

**Trustee Cisneros made the motion that the Board approve the Lockhart ISD Optional Flexible School Day Program (OFSDP) for Pride High School for the 2020-2021 School Year. Trustee Guyton seconded the motion. The motion carried, 6-0.**

10 E. Consider and/or Approve Annual State Certification for Gifted & Talented Program

**Trustee Wright made the motion that the Board approve the Annual State Certification for the Gifted and Talented Program. Trustee Cisneros seconded the motion. The motion carried, 6-0.**

5. Recognition

None.

## 6. Public Comments

None.

## 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)
- B. Superintendent's Performance Review

**The Board of Trustees on Monday, July 27, 2020 convened at 6:49 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 8:11 PM on Monday, July 27, 2020. No votes, decisions, or actions were taken while in closed session.**

## 8. Business: Consent Agenda

- A. Approval of Minutes:
  - 1. June 15, 2020
  - 2. June 22, 2020
- B. Approve Renewal of 2020-2021 TASB Worker's Compensation and Property Casualty Insurance
- C. Approve Request for Advanced Class Waivers for Extracurricular Participation
- D. Approve Renewal of Tutoring Contracts for School Year 2020-21
- E. Approve List of Vendor Purchases in Excess of \$50,000 for the 2020-2021 School Year
- F. Approve Budget Amendments
- G. Approve Administrators for the List of Certified T-TESS Appraisers for the 2020-2021 School Year
- H. Approve T-TESS Appraisal Calendar
  - I. Review Quarterly Investments Report
  - J. Review Tax Collection Report
- K. Review Contract for Election Services Between Caldwell County and Lockhart ISD for November 3, 2020 General Election
- L. Review Order Calling General Election to be held November 3, 2020 for District #1, #2, #3 and #4 Positions
- M. Approve Rejection of Bid for Plumbing for Portable CSP 20-2015

**Trustee Wright made a motion that the board approve the consent agenda as presented. Trustee Cisneros seconded the motion. The motion carried, 6-0.**

9. COMMUNICATION

A. Reopening Schools Update

This presentation was given by the Deputy Superintendent, Kim Brents; Assistant Superintendent, Dr. Stephaine Camarillo; and Assistant Superintendent, Adam Galvan in regards to the Reopening of Schools plan.

10. COMMUNICATION/ACTION

B. Consider and/or Approve Lockhart ISD 2020-2021 Student Code of Conduct

**Trustee Wright made the motion that the Board approve the LISD 2020-2021 Student Code of Conduct as presented. Trustee Lockhart seconded the motion. The motion carried, 6-0.**

C. Consider and/or Approved Revised 2020-2021 Academic Calendar

**Trustee Guyton made the motion the Board approve the Lockhart ISD 2020-2021 Academic Calendar as presented. Trustee Cisneros seconded the motion. The motion carried, 6-0.**

D. Consider and/or Approve 2020 Nomination for Position on the Texas Association of School Boards, Region 13, Position B

**Trustee Lockhart made the motion that the Board endorse the following candidate to fill a position on the TASB Board of Directors: Margie Villalpando. Trustee Guyton seconded the motion. The motion carried, 6-0.**

F. Consider and/or Approve Course Credit Assignment for All Classes

**Trustee Guyton made the motion that the Board approve the Course Credit Assignment for All Classes. Trustee Lockhart seconded the motion. The motion carried, 6-0.**

G. Consider and/or Approve Order Authorizing the Issuance of Lockhart Independent School District Unlimited Tax Refunding Bonds

**Trustee Guyton made the motion that the Board approve the Order Authorizing the Issuance of Lockhart Independent School District Unlimited Tax Refunding Bonds as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.**

H. Consider and/or Approve Change in After School Program Tuition Rate for 2020-2021

**Trustee Wright made the motion that the Board approve the increase for the after school program tuition rates for 2020-2021 as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.**

- I. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST\*
- J. BENEDICTION was given by Trustee Guyton
- K. ADJOURNMENT was at 9:50 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, August 17, 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/ACTION:

#### A. Leading Forward Update

Superintendent Estrada provided an update on the District's plan for reopening schools.

#### B. Consider and/or Approve Contract for Election Services Between Caldwell County and Lockhart ISD for November 3, 2020 General Election

**Trustee Guyton made the motion that the Board approve the Contract for Election Services between Caldwell County and Lockhart ISD as presented. Trustee Lockhart seconded the motion. The motion carried, 6-0.**

#### C. Consider and /or Approve Order Calling General Election to be held November 3, 2020 for District #1, #2, #3 and #4 Positions

**Trustee Guyton made the motion that the Board approve the Order Calling an Election on November 3, 2020 as presented. Trustee Lockhart seconded the motion. The motion carried, 6-0.**

### 4. CLOSED SESSION:

#### A. Adjourn to Closed Session Pursuant to 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:

1. Superintendent's Year-End Performance Evaluation
2. Superintendent's Contract

**The Board of Trustees on Monday, August 17, 2020 convened at 6:49 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 551.074 (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 7:51PM on Monday, August 17, 2020. No votes, decisions, or actions were taken while in closed session.**

5. ADJOURNMENT was at 7:51 p.m. by Board President Steve Johnson.

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

\_\_\_\_\_  
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:

**THE STATE OF TEXAS  
COUNTY OF CALDWELL**

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Lockhart Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct member of the Lockhart Independent School District.

Upon consideration and vote of \_\_\_\_\_ in favor, Elise Lacy, Aaron McCoy and Lelton Wayne Morse is hereby named as adjunct faculty member(s) of the Lockhart Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ and remain in effect until the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Elsie Lacy	CEA-FCH	B.S. Science Family Studies M. Arts in Teaching	Texas Woman's University	May 2005 May 2007
Lelton Wayne Morse	CEA-ANR	B.S. Animal Science	Texas A&M University	Aug 2017
Aaron McCoy	CEA-ANR	B.S. Plant & Soil Science	Texas Tech University	Dec 2016

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Lockhart Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 10 or Caldwell County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member (s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Caldwell County Extension Agents who have been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Caldwell County Extension Agents, Elsie Lacy, Aaron McCoy and Lelton Wayne Morse are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Lockhart Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

Lockhart Independent School District

By: \_\_\_\_\_

# **RESOLUTION**

## **EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Lockhart Independent School District

meeting in public with a quorum present and certified,  
did adopt this resolution that recognizes the

Caldwell

County Texas 4-H Organization as approved for recognition and eligible  
for extracurricular status consideration under 19 Texas Administrative Code,  
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject  
to all rules and regulations set forth under the 19 Texas Administrative Code  
as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension  
will request academic eligibility for competitive and non-competitive  
purposes when an absence is required.

Approved this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Board of Trustee

\_\_\_\_\_  
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.
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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart ISD  
2020-2021  
T-TESS Certified Appraisers

- Jennifer Mendez
- Faith Pope

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**Lockhart ISD**  
**Budget Amendments**  
**August 24, 2020**

									<b>New</b>
							<b>20-21</b>	<b>DR (CR)</b>	<b>20-21</b>
<b>FND</b>	<b>FN</b>	<b>OBJ</b>	<b>SO</b>	<b>ORG</b>	<b>YR-PIC</b>	<b>Code Description</b>	<b>Appropriation</b>	<b>Amendment</b>	<b>Appropriation</b>
<b>1. To move funds between function for supplies as per the TEA financial accountability resource guide:</b>									
199	11	6397	95	999	099000	Capital outlay	(81,802)	4,500	(77,302)
199	21	6395	00	942	099000	Supplies	(5,500)	(4,500)	(10,000)
199	11	6395	00	103	011000	Supplies	(31,680)	2,359	(29,321)
199	31	6395	00	103	099000	Supplies	(650)	(2,359)	(3,009)
199	11	6395	00	106	011000	Supplies	(31,500)	2,359	(29,141)
199	31	6395	00	106	099000	Supplies	(800)	(2,359)	(3,159)
							(151,932)	-	(151,932)
<b>2. To amend the budget to purchase 750 hotspots for families with little to no internet services to facilitate online learning:</b>									
196	11	6249	00	999	099000	Contracted services	-	(165,000)	(165,000)
199	00	3600	00	000	000000	Budgeted fund balance	30,098	165,000	195,098
							30,098	-	30,098
<b>3. To budget for contracted services for internet connection installations:</b>									
196	11	6299	00	999	099000	Contracted services	-	(18,000)	(18,000)
199	00	3600	00	000	000000	Budgeted fund balance	195,098	18,000	213,098
							195,098	-	195,098
							<b>Submitted by:</b>		
							Tina Knudsen, CPA		
							Chief Financial Officer		

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

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TYPE OF ACTION

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



**MEMORANDUM OF UNDERSTANDING  
BETWEEN Cenikor Foundation AND:**

**Lockhart ISD**

We the undersigned have agreed that we shall work together through a cooperative effort to provide Prevention Programs for youth and adults in the school district and surrounding community.

**Cenikor Foundation will provide Prevention Programs to include:**

1. Evidence Based Prevention Curriculum in small groups, in a classroom or virtual setting.
2. Health and Wellness Information/presentations to youth and adults including tobacco, alcohol or other drugs as age appropriate through in person or virtual setting.
3. Positive Alternative Activities designed to assist youth and adults in mastering new skills and promote a sense of belonging and bonding with peers, family and community in person or virtual setting.
4. Problem ID and Referral of youth to support services within or outside the school district as appropriate.
5. Increase community participation and commitment to reducing substance use and misuse including community mobilization efforts, health fairs, other community events and other Health and Wellness Campaigns through the school district.
6. Provide a degreed and/or licensed Cenikor Team Member to provide the above services and participate in coordination of access, appropriateness, and efficient delivery of services.
7. Ensure services are provided on a consistent timely basis within the time frame agreed upon between Cenikor Foundation and the service site.

**The Service Site shall:**

1. Ensure a district staff member is present during all classroom-based/virtual activities and is responsible for addressing any discipline concerns with students.
2. Provide referrals to Cenikor's Prevention Program to ensure students participation in the Evidenced Based Curriculum in small groups or in a classroom setting.
3. Provide a school liaison between Cenikor Foundation and youth/adults served at the school site.
4. Commit to promoting the Cenikor Prevention of Substance Use Program as appropriate and other Cenikor Programs to reduce the incidence of substance use and misuse.
5. Assist in collaboration with Cenikor to promote programs and strategies to reduce the incidence of substance use and misuse.

The following schools within the Lockhart ISD may be provided the above Prevention Services:

Lockhart HS	Pride HS	Lockhart Discipline Management Center
Lockhart JH	Strawn ES	Bluebonnet ES Clear Fork ES
Navarro ES	Plum Creek ES	George W. carver Early Education

The Agreement will be in effect beginning September 1, 2020, through August 31, 2021.

Signed, this \_\_\_\_\_ day of \_\_\_\_\_ 2020

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Cenikor Authorized Representative

# Lockhart Independent School District Board of Trustees

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Agenda Item

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**2019 – 2020**  
**Purchasing Cooperative Fee Report**

<u>Purchasing COOP</u>	<u>Type of Fee</u>	<u>Fee</u>
Central Texas Purchasing Alliance (CTPA)	Membership	\$100.00
Texas Comptroller of Public Accounts (TCPA)	Membership	\$100.00
Region 2013 Purchasing Cooperative – General Supplies and Technology	Membership	\$1647.00

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



## Lockhart ISD

### Contribution & Coverage Summary (CCS)

Participation Period: October 1, 2020 through September 30, 2021

UNEMPLOYMENT COMPENSATION	Contribution
Unemployment Compensation - ASO	\$2,500
<b>TOTAL CONTRIBUTION</b>	<b>\$2,500</b>
<b><i>This is not an Invoice.</i></b>	

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## Conditions

### Unemployment Compensation - ASO

**Agreement:** This agreement provides administrative services for unemployment compensation including quarterly wage reporting to the Texas Workforce Commission (TWC) and assistance with general unemployment compensation matters such as administrative hearings and filings with the TWC.

As part of this Agreement, Fund Member agrees to pay its own claim reimbursements to the Texas Workforce Commission (TWC), including any other TWC assessments. Fund Member must be a reimbursing employer pursuant to the Texas Unemployment Compensation Act (TUCA) and must execute a Power of Attorney permitting the Fund to represent Fund Member in its relations with TWC.

Fund Member agrees to comply with the provisions of the TUCA and TWC rules and procedures, and to respond timely to TWC requests and requirements. Fund Member will submit wage reports through electronic reporting to the Fund or TWC according to Fund and TWC requirements. Any fines or penalties imposed for Fund Member's failure to comply with the TUCA will be the sole responsibility of the Fund Member. If the Fund advances payment of any fine, penalty or claim payment, Fund Member agrees to reimburse the Fund for all such costs. Upon termination of this coverage, Fund Member agrees to assume responsibility for claim payments and reports due to the TWC for periods after termination. All benefit credits or reimbursements, including but not limited to federal CARES Act credits, attributable to any period of the Fund Member's participation as a Pool Member in the Fund's Unemployment Compensation program are owed to the Fund.

**Assistance:** The Fund's services include assistance to the Fund Member with TWC hearings. Fund Member's request for assistance constitutes authorization for the Fund to appoint an attorney to provide representation to Fund Member before the TWC and for such attorney and other Fund representatives to have privileged communications with Fund Member regarding claims subject to TWC administrative proceedings. The Fund's assistance of the Fund Member under this provision does not extend to litigation involving unemployment claims or other employment related matters.

### General

**Coverage:** Coverage terms and limits provided are as set out in this CCS and the Fund's Coverage Agreement for this participation period.

**Definitions:** Any terms not defined in this CCS will use the definition for that term from the corresponding Fund coverage agreement.

**Payment:** The Fund Member agrees to pay the annual contribution as shown on this CCS within 60 days of the receipt of an invoice from the Fund.

**Renewal and Termination:** This CCS may be terminated by either party with the termination to be effective on any successive CCS renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal in accordance with the Interlocal Participation Agreement (IPA). If this CCS is not terminated as allowed in the IPA, the renewal CCS becomes effective without the need for signature on the automatic renewal date and the member shall be bound by the terms of the renewal CCS.

Termination of any Fund coverage shall not affect the remaining coverage unless stated in the CCS. The Fund may collect all amounts that are due to the Fund in the event of termination or breach by the Fund Member.

---

## Program Coordinators

Coordinator:

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current program coordinators as we have listed.

Unemployment Compensation - Claudia Peterson

If a Coordinator's name and contact information is not provided above, the current designated Coordinator and contact information will need to be completed below:

Program	Name	Title	Address	Phone	Email
Unemployment Compensation					

---

Fund Member Authorization:

I approve this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and that I have read and agree to this CCS and the Interlocal Participation Agreement.

\_\_\_\_\_  
Authorized signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Title

# 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:

# LOCKHART I.S.D. BOARD

## Tax Collection Report

JULY 2020

	July	Prior Months	TOTAL	PRIOR YEAR
2020 Tax Collection	\$0.00	\$0.00	\$0.00	\$0.00
2019 & Prior Collection	\$249,740.88	\$0.00	\$249,740.88	\$122,837.71
<b>Total Tax Collection =</b>	<b>\$249,740.88</b>	<b>\$0.00</b>	<b>\$249,740.88</b>	<b>\$122,837.71</b>

note: Above figures include penalties and interest collected

2020 Original Levy \$0.00

July 31, 2020 Percent of 2020 Tax Collected <b>(2020 Levy is not created until October)</b>	0.00%
July 31, 2019 Percent of 2019 Tax Collected <b>(On July 31, 2019, 2019 Levy had not been created)</b>	0.00%
July 31, 2018 Percent of 2018 Tax Collected <b>(On July 31, 2018, 2018 Levy had not been created)</b>	0.00%
July 31, 2020 - Balance of Delinquent Tax	\$2,201,591.58
July 31, 2019 - Balance of Delinquent Tax	\$1,918,769.69
July 31, 2018 - Balance of Delinquent Tax	\$1,753,756.27

Corrections made to Current Tax Roll \$0.00

Corrections made to Delinquent Tax Roll (\$5,913.55)

**NOTE:**

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$28,443.47

Submitted by:

*Shanna Ramzinski*

Shanna Ramzinski  
Chief Appraiser  
Caldwell County Appraisal District

# 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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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 ISD Cash Investments Report As of July 31, 2020

	Texas Term Texas Daily	Texpool Prime	First Lockhart National Bank	District Funds Total
General Fund	\$ 4,547,559	\$ 13,824,933	\$ 3,669,852	\$ 22,042,344
Redemption Fund			\$ 2,141	\$ 2,141
Interest & Sinking Fund	\$ 455,124	\$ 991,521	\$ 15,665	\$ 1,462,310
Payroll			\$ 730,148	\$ 730,148
School Nutrition	\$ 206,662	\$ 1,111,921	\$ 53,882	\$ 1,372,465
2017 Maintenance Tax Note			\$ 188	\$ 188
<b>District Funds</b>	<b>\$ 5,209,344</b>	<b>\$ 15,928,375</b>	<b>\$ 4,471,876</b>	<b>\$ 25,609,595</b>
C.D. Marshall JHS Scholarship		\$ 33,661		\$ 33,661
G.F. Hudnall Scholarship		\$ 15,547		\$ 15,547
J.M. Moore Scholarship		\$ 24,915.69		\$ 24,916
L. White Scholarship		\$ 14,073		\$ 14,073
Mary Barron Canning Sanders Schol.		\$ 5,995		\$ 5,995
Fiduciary Funds			\$ 28,841	\$ 28,841
Burditt Scholarship		\$ 9,789		\$ 9,789
Hazelett Scholarship		\$ 654		\$ 654
Roland Endowment Scholarship			\$ 20,275	\$ 20,275
Canning Engineering Scholarship		\$ 24,538		\$ 24,538
Mohle Scholarship		\$ 510		\$ 510
Top Ten Scholarship	\$ 176,197		\$ 3,253	\$ 179,449
<b>Scholarship Funds</b>	<b>\$ 176,197</b>	<b>\$ 129,684</b>	<b>\$ 52,369</b>	<b>\$ 358,250</b>
Monthly rate in Bank/Pool:	0.19%	0.38%	1.01%	

<b>Earnings from Temporary Investment Budget Amount (General Fund)</b>	<b>\$ 175,000</b>
<b>Earnings Realized</b>	<b>\$ 49,003</b>
<b>Budget Balance (Interest received in excess of budget)</b>	<b>\$ 125,997</b>

# 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:

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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:

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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 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**  
**Alma Brewer Strawn Elementary**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

# Table of Contents

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# Goals

**Goal 1:** Every student (grades K-5) will make 1.5 years progress in reading in the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 80% of students in grades K-8 will make 1.5 years growth progress in reading.

**Evaluation Data Sources:** Istation data, checkpoint data, running records data

**Strategy 1:** Teachers will provide guided reading instruction to students on a weekly basis using leveled literacy library books.

**Strategy's Expected Result/Impact:** 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).

**Staff Responsible for Monitoring:** Principal, Dr. Grijalva (Lead)

Assistant Principal,

Kassie Russell

RTI Teacher,

Arizbeth Ramirez Sanchez

Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:**  
Guided Reading Questioning Resources 199 - General Fund

**ESF Levers:** Lever 5: Effective Instruction

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Classroom and intervention support staff will utilize Istation data to target instruction for all students during intervention and enrichment time.

**Strategy's Expected Result/Impact:** The data gathered from ISIP will better inform decisions made by staff which will result in an increase in individual goal achievement.

Priority reports will provide teachers instructional data to use for intervention planning.

**Staff Responsible for Monitoring:** Principal, Dr. Grijalva (Lead)

Assistant Principal,

Kassie Russell

RTI Teacher,

Arizbeth Ramirez Sanchez

Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 5: Effective Instruction

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

**Strategy's Expected Result/Impact:** Principal will monitor weekly lesson plans.

Student work and checkpoints will show an increase in mastery.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva (Lead)

Assistant Principal,

Kassie Russell

RTI Teacher,

Arizbeth Ramirez Sanchez

Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 5: Effective Instruction

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

**Strategy's Expected Result/Impact:** 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.

Coaching cycles will occur for all teachers every 4 weeks in order to increase the effectiveness of Tier 1 instruction.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva (Lead), Assistant Principal, Kassie Russell

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 4: High-Quality Curriculum

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Students will be encouraged to read books and complete and pass at least 1 Accelerated Reader test per week.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Dr. Grijalva (Lead)

Assistant Principal,

Kassie Russell

Misty Hinckley (Librarian)

RTI Teacher,

Arizbeth Ramirez Sanchez

Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
Student awards 211 - Title I-A \$500

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** Strawn will host one literacy event per semester that encourages students to read at home and provide parents with opportunities to support literacy at home.

**Strategy's Expected Result/Impact:** 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 literacy nights were a positive experience.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva

Assistant Principal,

Kassie Russell

RTI Lead Teacher,

Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
Books & Food 211 - Title I-A \$750

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers,  
Lever 3: Positive School Culture

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 7:</b> Special education teachers will monitor student progress and review data from Istation and checkpoints.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Special Education Teachers, Spencer Jones (Lead) and Tamara Oakley		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum		
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		
<b>Strategy 8:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> Improve LPAC committee decisions directly impacting student success.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva Assistant Principal, Kassie Russell RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 5: Effective Instruction		

**Strategy 9:** 4th and 5th grade students who showed regression in performance will receive additional targeted support.

3rd Grade will continue to be monitored for student progress.

<p><b>Strategy's Expected Result/Impact:</b> Students will make progress in checkpoints and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell RTI Specialist , Arizbeth Ramirez Sanchez</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<p><b>Problem Statements:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
	<b>Funding Sources:</b> None	<b>Summative</b>
		<b>June</b>

**Strategy 10:** Teachers will receive professional development and coaching on running records and guided reading.

<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell Director of Elementary Curriculum, Faith Pope</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<p><b>Problem Statements:</b> None</p>	<b>Formative</b>	
		<b>Nov</b>	
		<b>Jan</b>	
		<b>Mar</b>	
		<b>Funding Sources:</b> None	<b>Summative</b>
			<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Every student (grades K-5) will make 1.5 years progress in math in the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades K-5 will make 1.5 years growth progress in math.

**Evaluation Data Sources:** Renaissance Learning, checkpoint data

<b>Strategy 1:</b> Teachers will engage students in math talks daily to monitor student progress.	
<p><b>Strategy's Expected Result/Impact:</b> Questions posted on lesson plans, exit tickets, and administrators will target walkthroughs during math talks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva Assistant Principal, Kassie Russell RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
	<p><b>Summative</b></p> <p><b>June</b></p>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

**Strategy 2:** Students will complete the five recommended weekly lessons in Dreambox.

**Strategy's Expected Result/Impact:** Teachers will review weekly reports to ensure students are meeting their required weekly minutes.

Administration will monitor student usage weekly.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva

Assistant Principal,

Kassie Russell

RTI Lead Teacher,

Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika

Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
None

**ESF Levers:** Lever 4: High-Quality Curriculum

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** The campus will continue to follow the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.

**Strategy's Expected Result/Impact:** 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

Coaching cycles will occur for all teachers every 12-15 walkthroughs in order to increase the effectiveness of Tier 1 instruction.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva  
 Assistant Principal,  
 Kassie Russell  
 RTI Lead Teacher,  
 Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** None

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Strawn will host a math event each semester to support parents to encourage, promote and help students to development mastery of math skills at home.

<p><b>Strategy's Expected Result/Impact:</b> 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 math nights were a positive experience.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva Assistant Principal, Kassie Russell RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers: Stephanie Fleissner, Yvonne Sambrano, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Manipulatives and Food 211 - Title I-A \$500</p>

**Strategy 5:** Special education teachers will monitor student progress and review math data and checkpoints.

**Strategy's Expected Result/Impact:** Special education teachers will monitor their students using the student data profile sheets to include Dreambox, checkpoint, and Renaissance Learning data.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva  
 Assistant Principal,  
 Kassie Russell  
 Special Education Teachers, Spencer Jones (Lead) and Tamara Oakley

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
 Improve low-performing schools

**Funding Sources:**  
 None

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5:  
 Effective Instruction

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



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 Sources:** STAAR data for math and reading

**Strategy 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva  
 Assistant Principal,  
 Kassie Russell  
 RTI Lead Teacher,  
 Arizbeth Ramirez Sanchez (Lead), 3-5 Bilingual classroom teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
 Improve low-performing schools

**Funding Sources:**  
 None

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5:  
 Effective Instruction

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** A.B. Strawn Elementary will focus on developing an environment that promotes healthy habits, a growth mindset learning attitude, and a safe climate 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 Sources:** Number of student led opportunities (clubs, assignments, task designations) on the campus.

**Strategy 1:** The PBIS committee will work with student organizations to enhance leadership opportunities in the school, including: student council, patrols, student broadcasting team, and the National Elementary Honor Society.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva  
Assistant Principal, Kassie Russell  
Classroom Teachers

**Title I Schoolwide Elements:** 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Improve low-performing schools

**Funding Sources:**

**ESF Levers:** Lever 3: Positive School Culture

Student recognition incentives 199 - General Fund \$250

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Evaluation Data Sources:** Professional development led by staff, campus surveys, leadership team surveys, planning community events.

<b>Strategy 1:</b> Teacher leaders will mentor new to the profession staff.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
Teacher retention reports and employee surveys will measure effectiveness.		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools		
<b>Funding Sources:</b> None		
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers		
<b>Strategy 2:</b> The campus leadership team will build teacher leader capacity by participating in professional development that directly aligns to educational leadership.		
The ABS leadership team will participate in book studies that focus on culture and educational leadership.		
<b>Strategy's Expected Result/Impact:</b> By building leadership capacity in teachers, they will be better able to lead their team's in instruction.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Classroom Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		
<b>Funding Sources:</b> Professional Development Books 199 - General Fund \$500		
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		

**Strategy 3:** Teachers will continue to participate in professional learning communities (PLC's) to improve instructional practices and self development.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Dr. Benjamin Grijalva,  
Assistant Principal, Kassie Russell  
Classroom Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals,  
Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:**  
None

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress


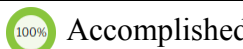
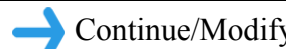

 Accomplished

 Continue/Modify

 Discontinue

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

**Evaluation Data Sources:** Assembly awards are given for AR, attendance, growth in reading and math and exemplifying the 7 mindsets.

<b>Strategy 1:</b> Students will be celebrated at each monthly assembly for AR, attendance, growth in reading and math, and exemplifying the 7 mindsets.	
<b>Strategy's Expected Result/Impact:</b> Celebrating students will increase students' social emotional health and maintain a positive school climate.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Summative</b>
<b>Funding Sources:</b> Student recognition incentives 199 - General Fund \$300	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Strategy 2:</b> Teachers will share celebrations during meetings to inform staff of the work done by students, staff, and parents.	
<b>Strategy's Expected Result/Impact:</b> Teachers will identify, recognize, and share the positive experiences with staff members to inform others of the overall contributions of students, staff, and parents have in creating positive culture.	<b>Formative</b>
The "Leading the Pride" award will be used to measure effectiveness.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>June</b>
<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
   	

**Lockhart Independent School District**  
**Bluebonnet Elementary**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

# 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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# Goals

**Goal 1:** Every student (Grades K-5) will make 1.5 years progress in reading in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades K-5 will make 1.5 years growth in Reading.

**Evaluation Data Sources:** Istation Student Summary Reports

Skill growth Report

AR

Checkpoint Assessments

STAAR

running records

Guided reading anecdotal notes

Guided Reading running records

Amplify

**Strategy 1:** Students will be identified using data from Istation and checkpoints into Tier 1, 2, 3 groups for intervention/ enrichment/ tutoring time daily.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Lead- RTI/intervention lead teacher, Jessica Cruz, and Interventionist, Sarah Bobb

Teachers (All)  
Principal, Belinda Vasquez  
Assistant Principal, Monica Saldivar

**Title I Schoolwide Elements:** 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** All teachers will use guided reading or daily tutoring time as the main focus ( 85% ) of their ELAR instructional time.

**Strategy's Expected Result/Impact:** 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).

75% of students will make progress towards their individual student goals per month on Istation.

**Staff Responsible for Monitoring:** Will be monitored by principal and assistant principal during walk throughs.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

literacy books for Parents 211 - Title I-A

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Teachers will participate in Professional Learning Communities (PLC) weekly for planning and discussing campus deficit of TEK reading standards as identified by each grade level. They will collaborate on ways to improve instructional approaches and student achievement.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Teacher Lead/facilitator for each PLC, team will include all teachers and administration

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

199 - General Fund  
211 - Title I-A

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Bluebonnet will continue to use the instructional framework 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration and all team leads will monitor daily using power walks.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p><b>Formative</b></p>
	<p><b>Nov</b></p>
	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<p><b>Summative</b></p>
	<p><b>June</b></p>

**Strategy 5:** Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.

<p><b>Strategy's Expected Result/Impact:</b> The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers will monitor their data walls.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<p><b>Formative</b></p>
	<p><b>Nov</b></p>
	<p><b>Jan</b></p>
	<p><b>Mar</b></p>
	<p><b>Summative</b></p>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> 7 Mindsets Data and Parent resources 211 - Title I-A</p>	<p><b>June</b></p>

**Strategy 6:** Special education teachers and support teacher will engage and participate in PLC's with classroom teachers weekly to help develop instructional approaches that support classroom instruction and align with campus need TEKS

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Terry Armstrong- Lead Special education teacher.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Teachers will participate in "data digging" days for teachers twice a month to monitor data driven instruction as identified by Effective schools framework.

<p><b>Strategy's Expected Result/Impact:</b> Monitoring data twice a month will allow teachers to ensure 70% student growth is happening in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Lead to monitor- Principal, Belinda Vasquez, Interventionist, Sarah Bobb, RTI teacher, Jessica Cruz.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Student Learning**

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more

professional development and instructional coaching in quality tier 1 instruction for all students.

### School Processes & Programs

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

**Problem Statement 3:** Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

### Perceptions

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

**Problem Statement 3:** Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

**Goal 2:** Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades K-5 will make 1.5 years of progress in Math.

**Evaluation Data Sources:** dreambox support system

Reflex Math fluency reports

checkpoint assessments

Renaissance Math

**Strategy 1:** Students will be identified through Math data into Tier 1, 2, 3 groups for intervention/enrichment and tutoring time daily to better meet their individual learning needs.

**Strategy's Expected Result/Impact:** Teachers and instructional leaders will review weekly growth of dreambox and reflex fluency reports to ensure students are completing lessons and improving in automaticity.

Teachers will meet with small groups/ during guided math instruction to track growth progress of each student.

**Staff Responsible for Monitoring:** All classroom teachers will monitor.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Teachers will provide small group math instruction with use of manipulatives to all students on a weekly basis (5 times a week).

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Administration/teacher leads during power walks.

**Title I Schoolwide Elements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:**

- Demographics 1
- Demographics 1
- Student Achievement 1, 2
- Student Learning 1, 2
- School Processes & Programs 3, 4
- Staff Quality, Recruitment, and Retention 2
- Perceptions 3, 4
- Curriculum, Instruction, and Assessment 1, 2
- Parent and Community Engagement 2, 3
- Technology 1, 2

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Teachers will data plan weekly on ways to improve instructional approaches, and student achievement using the data to drive the instruction as stated in Bluebonnet's Effective Schools Framework

<p><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Teachers/PLC facilitator</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> All teachers</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Title I Schoolwide Elements:</b> None</p>	<b>Summative</b>
<p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<b>June</b>
<p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	
<p><b>Comprehensive Support Strategy</b></p>	
<p><b>Additional Targeted Support Strategy</b></p>	

**Strategy 5:** Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic content areas.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> All classroom Teachers will monitor their data walls.</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Summative</b>
<p><b>TEA Priorities:</b> None</p>	<b>June</b>
<p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	
<p><b>Comprehensive Support Strategy</b></p>	

**Strategy 6:** Special education teachers will participate in 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Terry Armstrong- Lead Special education teacher.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

### Demographics

**Problem Statement 1:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

### Student Learning

**Problem Statement 1:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

### School Processes & Programs

**Problem Statement 1:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

### Perceptions

**Problem Statement 1:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing

rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

**Goal 3:** Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

**Performance Objective 1:** Reduce the number of students who have 3 or more referrals by 10%.

**Evaluation Data Sources:** peer observations  
 admin observations  
 classroom walk throughs  
 PBIS data  
 Positive Referrals

<b>Strategy 1:</b> Social Emotional Learning supports and lessons will be implemented once a week using 7 mindsets and trauma based relational interventions for all students.	
<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Bluebonnet teachers will have a classroom data wall to track class progress and individual student progress in social emotional learning and self awareness.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** 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.

<b>Strategy's Expected Result/Impact:</b> Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%. <b>Staff Responsible for Monitoring:</b> Counselor, Christie Contreras will monitor.  Team includes PBIS committee, and Impact Committee	<b>Formative</b>
	Nov  Jan  Mar
<b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Problem Statements:</b> None <b>Funding Sources:</b> None
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2:** Bluebonnet attendance rate will increase attendance rate to at least meet 97% average daily attendance for the 2020-2021 school year.

**Evaluation Data Sources:** ADA reports daily and weekly

<b>Strategy 1:</b> 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.	
<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administration</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<p><b>Formative</b></p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p><b>Summative</b></p> <p>June</p>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> 199 - General Fund \$50</p>	
<b>Strategy 2:</b> Administration will use Perfect Attendance awards and brag tags to collect each month.	
<p><b>Strategy's Expected Result/Impact:</b> Students will 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration attendance committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<p><b>Formative</b></p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p><b>Summative</b></p> <p>June</p>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> brag tags and parent letter for Perfect Attendance 199 - General Fund \$1,200</p>	

**Strategy 3:** Classroom and grade levels will be recognized for 100% attendance weekly.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Registrar

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

199 - General Fund \$500

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** 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.

**Strategy's Expected Result/Impact:** 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%.

**Staff Responsible for Monitoring:** Principal

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers,  
Lever 3: Positive School Culture, Lever 5: Effective Instruction

199 - General Fund \$1,500

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Bluebonnet staff will be recognized by administration for Perfect Attendance and will be awarded a prize each month.

**Strategy's Expected Result/Impact:** Teachers will model good attendance and help increase their student attendance.

**Staff Responsible for Monitoring:** Assistant Principal, Monica Saldivar

**Title I Schoolwide Elements:** 2.6, 3.1

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals,  
Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:**

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** Provide teachers, paraprofessionals, and administrators support to increase teacher retention by 50% for the 2020-2021 school year.

**Evaluation Data Sources:** mentor meetings  
 admin meetings  
 pd  
 teacher survey

<b>Strategy 1:</b> Teachers received professional development on the implementation practices of CHAMPS and classroom management toolbox in August and will be used in every classroom and common areas.	
<b>Strategy's Expected Result/Impact:</b> Power Walk coaching data every 6 weeks will show a strength in the classroom management area.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Belinda Vasquez	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide staff development twice a month as a lead and learn opportunity for our campus teachers.	
<b>Strategy's Expected Result/Impact:</b> Teacher's will feel prepared and supported by colleagues as reviewed by monthly survey.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> RTI lead teacher, Jessica Cruz.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Implement teacher support program to ensure retention of highly qualified teacher, including, district mentoring of new to the profession teachers.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Assistant Principal, Monica Saldivar

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Teachers will receive professional development on Safety. Civilian Response to Active Shooter Events (CRASE) , Standard Response Protocol (SRP), and social emotional learning with Sarah Mercado.

Students will be educated in Safety Response Protocols in October.

Monthly safety drills will continue to be conducted.

**Strategy's Expected Result/Impact:** All teachers received CRASE, SRP, and SEL training at the beginning of the school year. Students and staff will feel supported and safe with an action plan for an emergency.

**Staff Responsible for Monitoring:** Principal, Belinda Vasquez

Team:  
lead teachers  
admin, and Emergency Task force.

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:** None

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Lockhart Independent School District**  
**George W.Carver Early Education Center**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



# 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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# Goals

**Goal 1:** 80% of Pre-K students will be kindergarten ready based on "Ready Set K" .

**Performance Objective 1:** 80% of Pre-K students will reach 'The Set' Standard based on Ready Set K or beyond in emergent literacy.

**Evaluation Data Sources:** Ready Set K Reports

<b>Strategy 1:</b> All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teacher, Principal, and Curriculum dept.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	211 - Title I-A	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 2:</b> All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Curriculum Department , Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	211 - Title I-A	<b>Summative</b>
		<b>June</b>

**Strategy 3:** Teachers will meet weekly in virtual PLCs for planning and to discuss data after every assessment of the focus skill and work through the five PLC questions as a team.

<p><b>Strategy's Expected Result/Impact:</b> 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%.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teacher, Teachers, and Principal</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and C&amp;I Team</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, coaches and C &amp; I Team.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Provide a virtual Literacy Night and a Bilingual Night during the fall semester.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Library Aide, K. Martin, Bilingual Teachers and Karen Nixon, Principal</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> 211 - Title I-A \$1,500</p>	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Pre-K students will also be assessed on Istation Reading and Math monthly.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Principal, and Curriculum Dept.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** 80% Pre-K students will be kindergarten ready based on "Ready Set K" standards in math

**Performance Objective 1:** 80% of Pre-K students will reach "The set" Standard based on Ready Set K of (75%) or beyond in math

**Evaluation Data Sources:** Ready Set K Reports

<b>Strategy 1:</b> All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for math.	
<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Curriculum Dept.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> 211 - Title I-A</p>	<b>June</b>
<b>Strategy 2:</b> All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.	
<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Curriculum Dept.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teacher, Teachers, and Principal</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Students will meet weekly minute requirements on interventions required on Istation.

<p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, and administration</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, coaches and C&amp;I Team</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Provide math resources for parents to use at home.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Teacher and Principal

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Additional Targeted Support Strategy**

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** Carver EEC will increase their average daily attendance to meet or exceed 95% 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 Sources:** ADA Reports

<b>Strategy 1:</b> Have students with perfect attendance name printed in the local newspaper.		
<b>Strategy's Expected Result/Impact:</b> ADA will rise from 94.6% to meet or exceed our campus goal of 96%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and PEIMS clerk		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Students with perfect attendance will be rewarded with an attendance field trip.		
<b>Strategy's Expected Result/Impact:</b> 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%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	461 - Campus Activity	<b>Summative</b>
		<b>June</b>

<b>Strategy 3:</b> Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door.	
<b>Strategy's Expected Result/Impact:</b> ADA will rise from 93% to meet or exceed our campus goal of 96%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 4:</b> 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,	
<b>Strategy's Expected Result/Impact:</b> Students will be provided attendance incentives. ADA will rise from 94.6% to meet or exceed our campus goal of 96%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk, Teachers & Admin.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 461 - Campus Activity 19 Travel \$4,000	
<b>Strategy 5:</b> Attendance Committee to review attendance data monthly and create an action plan based on results of data.	
<b>Strategy's Expected Result/Impact:</b> ADA will rise from 94.63% to meet or exceed our campus goal of 96%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Review campus and individual attendance monthly	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> ADA will rise from 94.63% to meet or exceed our campus goal of 96%.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> PEIMS Clerk, Admin, and Attendance Comm.		
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Performance Objective 1:** During the 2020-2021 school year, students and staff will be recognized for taking the initiative toward improved wellness.

**Evaluation Data Sources:** ADA reports, names on character board, and participation in wellness activities.

<b>Strategy 1:</b> Healthy Curriculum will be taught weekly during PE on Wellness Wednesday	
<b>Strategy's Expected Result/Impact:</b> ADA will increase and students will understand the importance of taking care of their body.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PE Teacher and Principal Nixon	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> 199 - General Fund \$300	
<b>Strategy 2:</b> Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.	
<b>Strategy's Expected Result/Impact:</b> ADA will increase to at least 95%. Increased positive behavior on camp. Students and staff will feel safe at school. Teachers will have a greater awareness of social/emotional issues that affect students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Counselor and Principal Nixon will monitor lesson plans	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse, Wellness Committee, and PE Teacher</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 4:** Provide SEL, TBRI, and CRASE training for teachers.





<p><b>Strategy's Expected Result/Impact:</b> ADA will improve to at least 95% because teachers feel prepared and students feel safe.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Nixon, Counselor Deanne Franco, and attendance committee.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 5:** Carver Early Education Center will create a COVID 19 plan designed to decrease the spread of the coronavirus.

**Performance Objective 1:** Spread and cross-contamination of COVID 19 will be less than 20% of the student and staff population.

**Evaluation Data Sources:** Confirmed reported cases, and nurse reports

<b>Strategy 1:</b> COVID-19 safety protocols training will be provided to all staff. Students and staff will follow campus safety guidelines which include proper PPE and procedures.	
<b>Strategy's Expected Result/Impact:</b> That staff will recognize symptoms of COVID19 and know what to do when they suspect someone is demonstrating symptoms.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Staff, Nurse, and Principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Lockhart Independent School District**  
**Clear Fork Elementary**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

# 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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# Goals

**Goal 1:** Every student (K-5) will make 1.5 years progress in reading during the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 70 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.

**Evaluation Data Sources:** ISIP Reports

2021 STAAR Reading

District Assessments

Running Records

Anecdotal Notes

**Strategy 1: Strategy: Guided Reading**

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.

**Strategy's Expected Result/Impact:** Students will apply specific research-based reading strategies as measured by running records, common assessments, district checkpoints and monthly ISIPs.

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.

**Staff Responsible for Monitoring:** Principal-Lead

- Assistant Principal
- RtI Lead Teacher
- Instructional Coaches
- Classroom teachers

**Title I Schoolwide Elements:** 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Strategy: Word Count Goals

Students will set goals for the number of words they will read each month as measured by Accelerated Reading Tests.

Suggested Word Count Middle of Year (MOY) and End of Year (EOY) Goals per Grade Level:

Kindergarten

MOY 6,000

EOY 15,000

First

MOY 15,000

EOY 30,000

Second

MOY 50,000

EOY 100,000

Third

MOY 120,000

EOY 300,000

Fourth

MOY 250,000

EOY 625,000

Fifth

MOY 400,000

EOY 1,000,000

**Strategy's Expected Result/Impact:** Increase in words read will raise reading proficiency levels as measured by monthly ISIP reports and district assessments.

Word count achievements will be recognized during monthly assemblies and on hallway bulletin boards.

**Formative**

**Nov**

**Jan**

<b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers Librarian-Lead	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> 199 - General Fund
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum	
<b>Strategy 3: Strategy: Accelerated Learning Time</b>	
Every student will receive additional specialized instruction 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.	
<b>Strategy's Expected Result/Impact:</b> By the end of the school year: * 80% of students will perform and receive support at the Tier 1 (on or above level) *15 % of students will perform and receive support at the Tier 2 (slightly below level) *No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level)  Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RtI Lead Teacher-Lead	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b> None
<b>ESF Levers:</b> Lever 5: Effective Instruction	

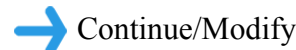
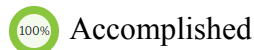
**Strategy 4: Strategy: Parental Involvement**

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><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers-Lead</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math      <b>Funding Sources:</b> 211 - Title I-A \$850</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5: Build Teacher Capacity through Becoming a Lockhart Leader Teacher-Led Professional Development- Incentive Program**

<p><b>Strategy's Expected Result/Impact:</b> Achieve gaps among student groups will close and meet the following targets for Meeting expectations on district checkpoints and/or Reading STAAR:</p> <p>All 46 Hispanic 40 White 59 Eco Dis 36 Sp Ed 23</p> <p><b>Staff Responsible for Monitoring:</b> Rebecca Leonard, Joan Schlaht and Nicole Lawrence</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>



**Goal 2:** Every student (grades K-5) will make 1.5 years progress in math during the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades K-8 will make 1.5 years of growth progress in math.

**Evaluation Data Sources:** Dreambox (Kindergarten and First Grade only)  
 Monthly Renaissance Math Assessment (2nd-5th only)  
 2021 STAAR Math  
 Reflex Math  
 District Assessments

**Strategy 1:** Strategy: Student Agency

All students will establish a math-related goal and monitor progress.

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).

Kindergarten through third grade students will conduct EOY conferences.

**Strategy's Expected Result/Impact:** 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.

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.

**Staff Responsible for Monitoring:** Principal-Lead  
 Assistant Principal  
 Classroom Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: Strategy: Math Talks**

Teachers will use daily Math Talks to build content knowledge, math vocabulary and increase the use of efficient math strategies.

**Strategy's Expected Result/Impact:** 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. 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.

**Staff Responsible for Monitoring:** Principal-Lead  
Assistant Principal  
District Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
None

**ESF Levers:** Lever 5: Effective Instruction

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3: Strategy: Parental Involvement**

STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families.

**Strategy's Expected Result/Impact:** 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.

Family engagement activities will be available for checkout on a daily basis.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Classroom Teachers-Lead

**Title I Schoolwide Elements:** 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
211 - Title I-A \$850

**ESF Levers:** Lever 3: Positive School Culture

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4: Build Teacher Capacity through Becoming a Lockhart Leader Teacher-Led Professional Development- Incentive Program**

**Strategy's Expected Result/Impact:** Achieve gaps among student groups will close and meet the following targets for Meeting expectations on District Checkpoints and/or Math STAAR:

- All 46
- Hispanic 40
- White 59
- Eco Dis 36
- Sp Ed 23

**Staff Responsible for Monitoring:** None

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** Every student (grade K-5) will make progress in writing during the 2020-2021 school year.

**Performance Objective 1:** In 2021, 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 Sources:** 2021 STAAR Writing data

District Assessments

Rubrics

**Strategy 1:** Strategy: Research-based Writing Curriculum

Kindergarten teachers will use Matt Glover writing curriculum to develop writing skills.

First through fifth grade teachers will use Patterns of Power Writing curriculum to develop writing skills.

Additionally, third and fourth grade will use Be A Writer curriculum to further develop writing skills.

Kindergarten through fifth grade students will write daily during their writing block.

**Strategy's Expected Result/Impact:** Individual student writing portfolios will be used to showcase student growth.

Rubrics will be developed and used to measure and monitor growth.

Growth will be reviewed with each teacher during quarterly data talks.

**Staff Responsible for Monitoring:** Principal-Lead

Assistant Principal

Classroom Teacher

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
None

**ESF Levers:** None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: Strategy: Parental Involvement**

Clear Fork will host a spring Writing Showcase. Students' published work will be shared.

Families will have the opportunity to write and publish together.


<p><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Librarian Classroom Teachers-Lead</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>


**Problem Statements:** None

**Funding Sources:**

Patterns of Power 211 - Title I-A  
Writing Materials 211 - Title I-A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** Clear Fork Elementary faculty and students will meet or exceed 97% average daily rate for the 2020-2021 school year.

**Performance Objective 1:** Campus attendance rate for faculty and students will meet or exceed 97% average daily attendance rate for the 2020-2021 school year.

**Evaluation Data Sources:** ADA report  
Frontline

**Strategy 1:** Strategy: Goal Setting

Students will establish goals and monitor their attendance.

**Strategy's Expected Result/Impact:** CFE's ADA will rise from 95.65% to 97%.

Students will take ownership of their learning and make the connection between attendance and achievement.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Classroom Teacher-Lead

**Title I Schoolwide Elements:** 2.5

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 3: Positive School Culture

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: Strategy: Restorative Practices**

Teachers received pre-service professional development on restorative practices.

Teachers will teach extended lessons on restorative practices during the first 3 weeks of school.

School-wide restorative circles will take place from 7:35-7:50 each day.

Restorative questions will be used when addressing individual disciplinary infractions.

**Strategy's Expected Result/Impact:** Restorative practices will increase time on task, strengthen teacher and student relationships and ultimately increase attendance rates.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal-Lead  
Counselor

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**  
None

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 3: Positive School Culture

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3: Strategy: 7 Mindsets**

Every classroom will teach a 7 Mindsets lesson each Monday.

Positive referrals (Mindset Masters) will be used to recognize students and faculty.

<b>Strategy's Expected Result/Impact:</b> 7 Mindsets will create a universal language across the campus and district.	<b>Formative</b>
Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor-Lead	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>June</b>
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 199 - General Fund	

**Strategy 4:** Strategy: Sarah Mercado-Trust-Based Relational Intervention (TBRI) and Standard Response Protocol (SRP)

All teachers received TBRI and SRP training at the beginning of the school year.

Students will receive SRP training.

Monthly safety drills will be conducted.

<b>Strategy's Expected Result/Impact:</b> Teachers will have an increased awareness of sensitive issues.	<b>Formative</b>
Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal Assistant Principal-Lead	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 5:** Strategy: Frequent Physical Activity

Students will 30 minutes of recess each day in addition to a 10 minute recess at the end of each lunch period.

Student will take frequent movement-"Brain Breaks" throughout the day.

Students will attend PE classes a minimum of 2 days a week.

Students will participate in 10 minute TEKS-based exercises at the end of each lunch period.

<b>Strategy's Expected Result/Impact:</b> Increase physical movement will improve the overall health of students and increase the attendance rate.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal Assistant Principal PE Teacher		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Summative</b>  <b>June</b>
<b>ESF Levers:</b> None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Lockhart Independent School District**  
**Navarro Elementary**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

# 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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Goal 4 : Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.	11

# Goals

**Goal 1:** Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 75% of the students in grades K-5 will make at least 1.5 years of growth in progress in reading.

**Evaluation Data Sources:** Istation reports, running records, guided reading groups

<b>Strategy 1:</b> Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 2:</b> In PLC, teachers will meet after each checkpoint for planning and data discuss to improve instruction and student success.		
<b>Strategy's Expected Result/Impact:</b> Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, AP Gibson, Classroom teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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>		<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson</p>		<b>Nov</b> <b>Jan</b> <b>Mar</b>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Problem Statements:</b> None</p>	<b>Summative</b>
<p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<p><b>Funding Sources:</b></p>	<b>June</b>
<p><b>ESF Levers:</b> None</p>	<p>None</p>	
<p><b>Comprehensive Support Strategy</b></p>		

**Strategy 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)

**Strategy's Expected Result/Impact:** Student names will be displayed on the AR bulletin board for reading growth.

Students will read recommended words per month.

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

**Staff Responsible for Monitoring:** Lead - Librarian - Lewandowski,  
Principal Juarez, Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Staff will invite parents to come to a Family Read In Night. This event is scheduled for November 7th.

<b>Strategy's Expected Result/Impact:</b> More parents will become involved with school events. Our goal is to have 35 parents attend.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Funding Sources:</b> 211 - Title I-A \$400	
<b>ESF Levers:</b> None		

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2:** Every student (grades K-5) will make 1.5 years progress in math in 2020-2021..

**Performance Objective 1:** During the 2020-2021 school year, 70% of the students in grades K-5 will make at least 1.5 years of progress in math.

**Evaluation Data Sources:** Renaissance Learning, Dreambox, and Reflex

<b>Strategy 1:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Administration will monitor lesson plans. Administration will also conduct a minimum of 25 powerwalks per week per admin. to assure teachers are following plans.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>June</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Comprehensive Support Strategy</b>	
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>June</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
<b>Comprehensive Support Strategy</b>	



**Goal 3:** All students will make progress in writing in 2020-2021..

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

**Evaluation Data Sources:** STAAR reports, Writing Rubric data

<b>Strategy 1:</b> Teachers will meet in November, January, and March to analyze students writing samples during data meetings.	
<b>Strategy's Expected Result/Impact:</b> Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, Classroom teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	
<b>Strategy 2:</b> Teachers will attend Patterns of Power Training.	
<b>Strategy's Expected Result/Impact:</b> Teachers will use the Patterns of Power curriculum in their lesson plans. Principals will use walkthroughs to assure lesson plan alignment.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Classroom Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> 211 - Title I-A	<b>June</b>
<b>ESF Levers:</b> None	

**Strategy 3:** Fourth grade teachers will provide checkpoint assessments during the Spring Semester. These checkpoints provide reteach guidance on a weekly basis.

<p><b>Strategy's Expected Result/Impact:</b> Students checkpoints will reflect gains from their prior checkpoint score. The checkpoints areas of need.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Asst. Principal Gibson, Principal Juarez, 4th grade classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Kindergarten teachers will attend Matt Glover writing training.

<p><b>Strategy's Expected Result/Impact:</b> Teachers will use the Matt Glover training in their lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Assistant Principal Gibson, Kindergarten classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  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 Sources:** Walk through data , student surveys, teacher surveys, ADA Report

**Strategy 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&May - continually practice all strategies

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Lead - Asst. Principal Gibson, Principal Juarez

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Provide training with Barbara Mereck and CRASE and SRP training.

**Strategy's Expected Result/Impact:** Teacher awareness of student's sensitive issues. Safe and secure campus will be established.

**Staff Responsible for Monitoring:** Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**

**ESF Levers:** None

211 - Title I-A

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention)


<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** The 7 Mindsets Program will be taught weekly in the classroom.

<p><b>Strategy's Expected Result/Impact:</b> Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 2:** Campus engagement will meet or exceed 95% average for the 2020-2021 school year.

**Evaluation Data Sources:** attendance reports

<b>Strategy 1:</b> Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.		
<b>Strategy's Expected Result/Impact:</b> More parents will become involved in our parent events. Students will meet the goal of 97%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	211 - Title I-A	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

**Evaluation Data Sources:** fitness gram, daily schedule

<b>Strategy 1:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Students will remain active and healthy. Improve the overall wellness of students so they are at school daily.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>June</b>
<b>Staff Responsible for Monitoring:</b> Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Lockhart Independent School District**  
**Plum Creek Elementary**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

# 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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# Goals

**Goal 1:** Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 90% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

**Evaluation Data Sources:** Istation reports, STAAR reports, Ren Learning

**Strategy 1:** Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.

**Strategy's Expected Result/Impact:** 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. 90% of students will make 1.5 years progress based on August to May ISIP scores.

**Staff Responsible for Monitoring:** Principal, Jamee Griebel (Lead)

Team:

La. Taylor (AP)

Lever Leaders

V. Hernandez (Interventionist)

Lea. Taylor (RTI)

Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 2:</b> Teachers will meet weekly for PLCs and will focus on power standards during PLCs.		
<p><b>Strategy's Expected Result/Impact:</b> Administration and Lever Leaders 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><b>Staff Responsible for Monitoring:</b> Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders V. Hernandez (Interventionist) Lea. Taylor (RTI) Classroom teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b></p>	
	<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	
	<b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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 and Lever Leaders will conduct 10 Power Walks weekly. 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. Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b></p>
		<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>

<b>Strategy 4:</b> Students will be encouraged to read books and meet word count goals.		
<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> Classroom teachers will meet monthly with RTI & Interventionist Teachers to review student data and growth. Focused lessons will be developed for Intervention/Enrichment time.		
<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> RTI Teacher, Leandra Taylor (Lead)</p> <p>Team: Lever Leaders V. Hernandez (Interventionist) Classroom teachers Teacher Aides</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>


**Strategy 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, & Read-A-Thon)


<p><b>Strategy's Expected Result/Impact:</b> 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 19-20.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Literacy Kits and Books 211 - Title I-A \$600 Home to School Connection Handouts (Reading) - English &amp; Spanish 211 - Title I-A \$325</p>	

**Strategy 7:** Bilingual teachers will meet bi-weekly in Bilingual PLC meetings.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Bilingual teacher, Alyssa Rodriguez (Co-Lead) 1st grade Bilingual teacher, Karen Ochoa-Quintero (Co-Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Lea. Taylor (RTI) Bilingual/ESL teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Every student (grades K-5) will make 1.5 years of progress in math in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 85% of students in grades K-5 will make at least 1.5 years of progress in math.

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

<b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Administration and Lever Leaders will monitor lesson plans.</p> <p>Classroom teachers will provide small group math lessons 4-5 times per week.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Lever Leaders Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Math Manipulatives 199 - General Fund \$3,000</p>	

**Strategy 2:** Teachers will conduct daily Math Talks with students.

<p><b>Strategy's Expected Result/Impact:</b> Administration will conduct weekly walk throughs during scheduled Math Talk time.</p> <p><b>Staff Responsible for Monitoring:</b> Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 3:** Teachers will provide daily critical writing math activities which spiral TEKS.

<p><b>Strategy's Expected Result/Impact:</b> Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.</p> <p><b>Staff Responsible for Monitoring:</b> Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 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.

**Strategy's Expected Result/Impact:** Administration will conduct 25 Power Walks weekly. Lever Leaders will conduct 10 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).

**Staff Responsible for Monitoring:** Principal, Jamee Griebel (Lead)

Team:  
L. Taylor (AP)  
Lever Leaders  
Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Principal, Jamee Griebel (Lead)

Team:  
L. Taylor (AP)  
Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

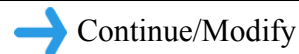
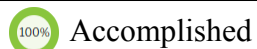
**June**

**Strategy 6:** Math Night & Parent Involvement Math activities will be provided at least 4 times for students and families (Fall: 2 times & Spring: 2 times)

<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Asst. Principal, La. Taylor (Lead)</p> <p>Team: J. Griebel (Principal) Lever Leaders PC Teacher Committee</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Family Engagement Activity - Math Kits 211 - Title I-A \$600</p>	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Bilingual teachers will meet bi-weekly in Bilingual meetings.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade Bilingual teacher, Alyssa Rodriguez (Co-Lead) 1st grade Bilingual teacher, Karen Ochoa-Quintero (Co-Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) ESL/Bilingual Teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>



**Goal 3:** Every student (grades K-5) will make progress in writing in 2020-2021.

**Performance Objective 1:** During the 2020-2021 school year, 85% of students in grades K-5 will average a 3-4 in writing.

**Evaluation Data Sources:** Writing Rubric

**Strategy 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Lever Leaders (Leads)

Team:

J. Griebel (Principal)

L. Taylor (AP)

Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 2:</b> Teachers will meet once every month during PLC meetings to analyze student writing samples using a rubric.	
<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Strategy 3:</b> Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)	
<p><b>Strategy's Expected Result/Impact:</b> Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** 4th grade students will take checkpoints during the spring semester.


<b>Strategy's Expected Result/Impact:</b> Student checkpoints will reflect gains from prior week checkpoints.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lever Leader, Andrea Whatley (Lead)		
Team: J. Griebel (Principal) L. Taylor (AP) 4th grade teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

**Strategy 5:** 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.

<b>Strategy's Expected Result/Impact:</b> Student writing proficiency will increase based on writing rubrics. Parent will develop ideas for providing assistance at home with writing.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lever Leader, Andrea Whatley (Lead)		
Team: J. Griebel (Principal) L. Taylor (AP) Lever Leaders Classroom teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** During the 2020-2021 school year, we will provide student and staff recognition awards and activities twice per month.

**Evaluation Data Sources:** ADA report, Positive Referrals, Istation reports, Dream Box reports, Ren Learn reports, Campus Performance Schedule, AR Reports, AESOP reports, Staff survey

<b>Strategy 1:</b> Students will be recognized for attendance and academics.		
<b>Strategy's Expected Result/Impact:</b> PCE's ADA will rise from 96.4% to meet or exceed our campus goal of 97%. Campus 1.5 growth will meet or exceed 85%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Jamee Griebel (Lead)		<b>Nov</b>
Team: L. Taylor (AP) A. Gamboa (Registrar) Classroom teachers		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>ESF Levers:</b> None		<b>June</b>
<b>Problem Statements:</b> None		
<b>Funding Sources:</b> Attendance Brag Tags/Drawings 199 - General Fund \$750		

**Strategy 2:** House teams will compete for monthly prizes for the team having the highest attendance/participation percentage and word count.

<p><b>Strategy's Expected Result/Impact:</b> PCE's ADA will rise from 96.4% 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).</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal, La. Taylor (Co-Lead) Librarian, K. Scott (Co-Lead)</p> <p>Team: J. Griebel (Principal) A. Gamboa (Head Secretary) Classroom teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Prizes 199 - General Fund \$800</p>	

**Strategy 3:** Classroom and grade levels will be recognized weekly for outstanding attendance/participation.

<p><b>Strategy's Expected Result/Impact:</b> Classrooms with 100% daily attendance will be recognized daily during announcements, assemblies, and newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal, La. Taylor (Lead)</p> <p>Team: J. Griebel (Principal) L. Skinner (Counselor) A. Gamboa (Head Secretary/Registrar) Classroom teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Banners 199 - General Fund \$400</p>	

**Strategy 4:** Plum Creek will provide student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Latino Literacy, etc...).

<p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement on the campus from 7% to 15% participation at every event.</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher, Jessie Galvan (Co-Lead)                  Librarian, Kristin Scott (Co-Lead)                  Campus VIP Lead, Sydney Henrichs (Co-Lead)</p> <p>Team:                  J. Griebel (Principal)                  L. Taylor (AP)                  Specials &amp; Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>                  Purchase Materials and Snacks for Parents/Families 211 - Title I-A                  \$1,000</p>	

**Strategy 5:** Teachers will be recognized and receive an incentive (twice per month) for attendance, staff support, and/or leading training on campus.

<p><b>Strategy's Expected Result/Impact:</b> Maintain staff retention rate of &gt;90%.                  Current retention rate was 93%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Jamee Griebel (Lead)</p> <p>Team:                  L. Taylor (AP)                  L. Skinner (Counselor)                  Lever Leaders</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>                  Prizes and Awards 199 - General Fund \$500</p>	



**Strategy 8:** Provide SEL and CRASE training for teachers.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** LeeAnn Skinner, Counselor (Lead)

Team:

J. Griebel (Principal)

L. Taylor (AP)

Classroom teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Lockhart Independent School District**  
**Lockhart Junior High**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



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# Goals

**Goal 1:** Every student (grades 6-8) will make 1.5 years progress in Reading in 2020-2021

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades 6-8 will make at least 1.5 years of growth progress in reading.

**Evaluation Data Sources:** RenLearn Assessments

**Strategy 1:** All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.

**Strategy's Expected Result/Impact:** Content administrator and department chairs will monitor the quality of lesson plans and accountability for use of TEKS RS on a weekly basis.

Content administrator and department chairs will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics.

Content administrators will support department chairs in the implementation of the PLC process.

**Staff Responsible for Monitoring:** Content administrators, campus principal, ELAR department head.

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 2:</b> Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.	
<p><b>Strategy's Expected Result/Impact:</b> Admin and department chairs will monitor 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><b>Staff Responsible for Monitoring:</b> Content administrators, campus principal, department heads.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	
<b>Strategy 3:</b> 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 for both, virtual and face-to-face instruction.	
<p><b>Strategy's Expected Result/Impact:</b> The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Administration will conduct up to 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>Staff Responsible for Monitoring:</b> Principal, and content administrators.</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> Principal, ELAR Administrator, ELAR teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 5:** 6th Grade ELAR instructional time will increase by 100% during the 2020-2021 school year.

<p><b>Strategy's Expected Result/Impact:</b> Increase in RenLearn assessment scores by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>		<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 2:** Every student (grades 6-8) will make 1.5 years of progress in Math in 2020-2021

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades 6-8 will make at least 1.5 years of progress in math.

**Evaluation Data Sources:** RenLearn Assessments

<b>Strategy 1:</b> All teachers will meet in Professional Learning Communities weekly to work on alignment, lesson planning and data, spiraling and retrieval practice.	
<b>Strategy's Expected Result/Impact:</b> Content administrator and department chairs will monitor the quality of lesson plans.	<b>Formative</b>
Content administrator will be at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics.	
Content administrators will support department chairs in the implementation of the PLC process.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal and content administrators.	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>June</b>
<b>ESF Levers:</b> None	
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.	
<b>Strategy's Expected Result/Impact:</b> Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary.	<b>Formative</b>
Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.	
<b>Staff Responsible for Monitoring:</b> Principal and content administrators.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Summative</b>
<b>ESF Levers:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Comprehensive Support Strategy</b>	

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Principal and content administrators.</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<p><b>Strategy's Expected Result/Impact:</b> 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> <p>Administration and teachers will monitor student usage monthly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, math department head.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** LJHS will increase their average daily attendance rate for the 2020-2021 school year.

**Performance Objective 1:** Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2020-2021 school year.

**Evaluation Data Sources:** ADA report

<b>Strategy 1:</b> Grade levels will be recognized for outstanding attendance during Monday morning announcements.		
<b>Strategy's Expected Result/Impact:</b> LJHS ADA will rise from 95.05% to 97%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, Attendance Committee		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Students will be provided incentives to encourage meeting virtual Attendance Challenges throughout the year.		
Incentives will be based on student input and will be awarded at the end of every grading period during grade-level meetings.		
<b>Strategy's Expected Result/Impact:</b> LJHS ADA will rise from 95.05% to 97%.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Attendance Committee, Attendance Clerk		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** Provide attendance information to students through grade-level meetings, to parents and teachers through weekly newsletters.

<b>Strategy's Expected Result/Impact:</b> LJHS ADA will rise from 95.05% to 97%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Attendance Committee, Attendance Clerk	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**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 10% for the 2020-2021 school year.

**Evaluation Data Sources:** Discipline referral data

<b>Strategy 1:</b> Teachers and Staff will implement, use, and monitor virtual and campus-wide PBIS for all common areas including restrooms, hallway, cafeteria, and assemblies.	
<b>Strategy's Expected Result/Impact:</b> PBIS posters will be posted in all common areas throughout campus.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Teachers and staff will follow school-wide discipline plan including strategies for office versus classroom managed behavior, tiers of behavior and behavioral intervention strategies.	
<b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals that should be managed by classroom teacher.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Staff	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

**Strategy 4:** Develop and implement incentives for students who display rule following behavior.

<p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> PBIS Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	

**Strategy 5:** Increase student access to socio-emotional support systems including, No Place for Hate, Red Ribbon Week Programming, and Domestic Violence Awareness campaigns.


<p><b>Strategy's Expected Result/Impact:</b> Improved school culture and climate, decrease in discipline referrals, improved self-regulation, overall social-emotional competency.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor, CIS social worker, campus behavior coordinator, school counselors.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Increase opportunities for parental involvement and engagement while recognizing parental efforts through various virtual events.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Communities in Schools, school counselors, PBIS Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Lockhart Independent School District**  
**Lockhart High School**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



# 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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# Goals

**Goal 1:** All students taking the Algebra 1 STAAR EOC will meet STAAR Academic Growth targets.

**Performance Objective 1:** Performance Objective 1.1: For the 2020-21 school year, LHS will earn an Academic Growth component score of 80 points or higher for Algebra 1 STAAR EOC by May 2021.

**Evaluation Data Sources:** Evaluation Data Source(s): Success will be demonstrated when, at the end of the 2020-21 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.

**Strategy 1:** Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of gradual release) with self-paced online curriculum delivery.

**Strategy's Expected Result/Impact:** This model will provide more flexibility for teachers, more support for students, and varied ways for students to engage in and demonstrate their learning. The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments

**Staff Responsible for Monitoring:** Luis Sosa, Suzanne Maiorka

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Teachers and leaders will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.

<p><b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
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		<b>Summative</b>
June		

**Strategy 3:** Leaders will conduct classroom walkthroughs and gather data regarding implementation of the instructional model. Leaders will work with teachers to provide targeted feedback and coaching.

<p><b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
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		<b>Summative</b>
June		

**Strategy 4:** Ninth grade students enrolled in Algebra 1 who did not demonstrate proficiency in 8th Grade Math will be enrolled in Algebra Lab for additional support.

<p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted support based on individual needs. Students will demonstrate improved performance on identified standards.</p> <p><b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
June		

<b>Strategy 5:</b> Algebra Lab teachers will use "Retrieval Practice" strategies to improve student performance.	
<b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	
<b>Strategy 6:</b> All students enrolled in Algebra 1 will take unit checkpoint assessments aligned to district course scope and sequences.	
<b>Strategy's Expected Result/Impact:</b> Formative data will be collected for all students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
<b>Strategy 7:</b> LHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, and formative assessments.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

**Strategy 8:** Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance on identified "power standards."	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 9:** Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support

<b>Strategy's Expected Result/Impact:</b> Students not demonstrating mastery will be identified so that they can be connected to a higher tier of support.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 10:** Teachers and leaders will meet as a PLC to work through an established problem solving process for a multi-tiered system of supports for identified students

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teri Kirby, Tyson Williams, Luis Sosa, Suzanne Maiorka	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 11:** Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa, Suzanne Maiorka		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Jan</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 2:** All students taking the English 2 STAAR EOC will meet STAAR Academic Growth targets.

**Performance Objective 1:** Performance Objective 1.1: For the 2020-21 school year, LHS will earn an Academic Growth component score of 80 points or higher for English 2 STAAR EOC by May 2021.

**Evaluation Data Sources:** Evaluation Data Source(s): Success will be demonstrated when, at the end of the 2020-21 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.

**Strategy 1:** Teachers and leaders will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.

<p><b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teri Kirby, Sondra Schaible</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 2:** Leaders will conduct classroom walkthroughs and gather data regarding implementation of the instructional model. Leaders will work with teachers to provide targeted feedback and coaching.

<p><b>Strategy's Expected Result/Impact:</b> The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teri Kirby, Sondra Schaible</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 3:** World History Teachers will use literacy strategies to improve student reading proficiency and support English 2 performance. Professional development will be provided by the Heart of Texas Writing Project.

**Strategy's Expected Result/Impact:** Students will be better equipped to use strategies such as visualization and self-monitoring while interacting with a text. Reading stamina will be increased.

**Staff Responsible for Monitoring:** Tyson Williams, Rene Haskins

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** All students enrolled in English 2 will take unit checkpoint assessments aligned to district course scope and sequences.

**Strategy's Expected Result/Impact:** Formative data will be collected for all students.

**Staff Responsible for Monitoring:** Teri Kirby, Sondra Schaible

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** LHS 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.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Teri Kirby, Sondra Schaible

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance on identified "power standards."	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teri Kirby, Sondra Schaible	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 7:** Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support

<b>Strategy's Expected Result/Impact:</b> Students not demonstrating mastery will be identified so that they can be connected to a higher tier of support.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teri Kirby, Sondra Schaible	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 8:** Teachers and leaders will meet as a PLC to work through an established problem solving process for a multi-tiered system of supports for identified students


<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teri Kirby, Tyson Williams, Sondra Schaible	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 9:** Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teri Kirby, Sondra Schaible		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Jan</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** All 2021 graduates will demonstrate College, Career, and Military Readiness.

**Performance Objective 1:** Performance Objective 3.1: For the 2020-21 school year, Lockhart High School will raise the Domain 1 CCMR Component score of 63 in 2020 to 73 or higher in 2021.

**Evaluation Data Sources:** Evaluation Data Source(s): Success will be demonstrated when, by August 2021, LHS earns a Domain 1 CCMR Component score of 73 or higher

<b>Strategy 1:</b> All LHS anticipated 2021 graduates will have participated in an administration of the Texas Success Initiative (TSI) exam	
<b>Strategy's Expected Result/Impact:</b> Students will be provided another opportunity to meet college readiness standards in both ELA/reading and mathematics	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez, Veronica Suarez-Powell	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	
<b>Strategy 2:</b> All LHS anticipated 2021 graduates will be provided opportunities to participate in an administration of the ASVAB exam	
<b>Strategy's Expected Result/Impact:</b> Students will be provided an opportunity to meet military readiness standards	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez, Veronica Suarez-Powell	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None	

**Strategy 3:** A credit audit will be conducted for all LHS anticipated 2021 graduates. Counselors will ensure that CTE students meet all prerequisite requirements and are on track to participate in courses that culminate in an industry certification.

<p><b>Strategy's Expected Result/Impact:</b> CTE students will be scheduled based on completion of prerequisites within their program of study to achieve an industry certification.</p> <p><b>Staff Responsible for Monitoring:</b> Lupita Narvaez, Kelly King</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Align the CTE Scope and Sequences to industry-based certification standards in each of the CTE Programs of Study

<p><b>Strategy's Expected Result/Impact:</b> Students will be provided the opportunity to attain industry-based certifications in strategic courses within their program of study.</p> <p><b>Staff Responsible for Monitoring:</b> Lupita Narvaez, Melissa Royer</p> <p><b>Title I Schoolwide Elements:</b> None      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 4:** Lockhart High School will cultivate a school-wide culture of engagement and participation.

**Performance Objective 1:** Performance Objective 4.1: During the 2020-21 school year, Lockhart High School students will reflect on their learning data and use it to set goals for growth in all subject areas.

**Evaluation Data Sources:** Success will be demonstrated when departments develop systems and structures for student reflection and goal setting as evidenced by student progress monitoring data sheets and goal setting meeting notes.

<b>Strategy 1:</b> PLC teams will explore examples of systems and structures for students to reflect on their learning data and use it to set goals for growth in all subject areas.	
<b>Strategy's Expected Result/Impact:</b> Teams will determine the best strategies for use. Each PLC team will adopt at least one student progress ownership strategy for implementation	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Department Chairs and Assistant Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	
<b>Strategy 2:</b> A student progress strategy will be implemented in each course.	
<b>Strategy's Expected Result/Impact:</b> Students will be able to analyze their data, monitor their progress, and develop goals. Teachers will be able to identify strengths and weaknesses of students and host data conversations.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Department Chairs and Assistant Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	

**Strategy 3:** Student progress strategy implementation will be monitored for effectiveness

<b>Strategy's Expected Result/Impact:</b> Data will be used to refine strategies as needed.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Department Chairs and Assistant Principals		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** Performance Objective 4.2: During the 2020-21 school year, Lockhart High School will promote widespread student, family and community participation in campus activities, events, and committees.

**Evaluation Data Sources:** Success will be demonstrated when communication regarding campus activities, events, and committee improves for all stakeholders. Participation rates (both virtual and in-person) will improve for student clubs and organizations as well as parent events and committees.

<b>Strategy 1:</b> The Bilingual Families Outreach Committee will be established to design and implement engagement strategies		
<b>Strategy's Expected Result/Impact:</b> A comprehensive plan will be designed and implemented		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez, Luis Sosa		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Bus routes to take students home from after school clubs and activities will be established and promoted via social media and Skylert.		
<b>Strategy's Expected Result/Impact:</b> Students will be provided the opportunity for after school transportation from school to home.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Tyson Williams		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** Student surveys will be used to determine interest in new clubs and activities


<b>Strategy's Expected Result/Impact:</b> Student interest data will be used to establish new clubs and activities	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** New and existing clubs and activities will be promoted via social media and Skylert.

<b>Strategy's Expected Result/Impact:</b> More information will be available and participation rates will increase	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Luis Sosa	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** Performance Objective 4.3: Lockhart High School will improve average daily attendance from a rate of 95% in 2019-20 to a rate of 98% or higher in 2020-21.

**Evaluation Data Sources:** Evaluation Data Source(s): Success will be demonstrated when, at the end of the 2019-20 school year, the average daily attendance meets or exceeds 98% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

<b>Strategy 1:</b> The Attendance Team will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.		
<b>Strategy's Expected Result/Impact:</b> Families will view Lockhart High School as a welcoming and engaging school environment that emphasizes building relationships with and stresses the importance of going to class every day.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>	
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez		
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Problem Statements:</b> None <b>Funding Sources:</b> None
<b>Strategy 2:</b> The Attendance Team 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.		
<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved attendance	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>	
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez		
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Problem Statements:</b> None <b>Funding Sources:</b> None

**Strategy 3:** The Attendance Team will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance.

<b>Strategy's Expected Result/Impact:</b> Accurate period-by-period attendance and tardy data will be collected.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	





**Strategy 4:** The Attendance Team will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.

<b>Strategy's Expected Result/Impact:</b> Students at risk of chronic absence will be identified so that they can be connected to a higher tier of support.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 5:** The Attendance Team will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students

<b>Strategy's Expected Result/Impact:</b> Lupita Narvaez	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Students will demonstrate improved attendance	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 6:** The Attendance Team will set monthly goals based on data and monitor progress

<b>Strategy's Expected Result/Impact:</b> LHS teachers and leaders will evaluate the effectiveness of interventions attempted.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Lupita Narvaez		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		





**Goal 5:** Lockhart High School will develop and promote compelling and aligned vision and mission statements focused on a safe environment and high expectations.

**Performance Objective 1:** Performance Objective 5.1: Lockhart High School will, by November 20, 2020, engage stakeholders in recreating the campus' mission and vision statements.

**Evaluation Data Sources:** Evaluation Data Source(s): Success will be demonstrated when the creation and refinement of the mission and vision statements includes the authentic and collaborative involvement and investment of administrators, teachers, parents, and students.

<b>Strategy 1:</b> Regular campus climate surveys will be used to assess and measure progress on student and staff experiences.		
<b>Strategy's Expected Result/Impact:</b> Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		
<b>Strategy 2:</b> Staff members will participate in a process of generating ideas for a vision statement (Aug 2020).		
<b>Strategy's Expected Result/Impact:</b> Vision statement ideas generated		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		

<b>Strategy 3:</b> CLT will use staff input to draft a vision statement and present it to staff for feedback (Sept 2020)		
<b>Strategy's Expected Result/Impact:</b> Draft vision statement completed		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 4:</b> Staff members will participate in a process of generating ideas for a mission statement (Sept 2020).		
<b>Strategy's Expected Result/Impact:</b> Mission statement ideas generated		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 5:</b> CLT will use staff input to draft a mission statement and present it to staff for feedback (Sept 2020)		
<b>Strategy's Expected Result/Impact:</b> Draft mission statement completed		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>

<b>Strategy 6:</b> CLT will engage parents and students in feedback on the vision and mission statements (Oct 2020)		
<b>Strategy's Expected Result/Impact:</b> Feedback collected		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 7:</b> CLT will present the final vision and mission statements to all stakeholders (Oct 2020).		
<b>Strategy's Expected Result/Impact:</b> Final vision and mission statements completed.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 8:</b> Vision and mission statements will be used by stakeholders to drive decisions on campus practices and policies		
<b>Strategy's Expected Result/Impact:</b> Stakeholders share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Barry Bacom		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Lockhart Independent School District**  
**Pride High School**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



# 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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# Goals

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

**Performance Objective 1:** For the 2020-21 school year, 75% of PRIDE High School students taking the Algebra 1 STAAR EOC will meet STAAR progress measure requirements by May 2021.

**Evaluation Data Sources:** Success will be demonstrated when, at the end of the 2020-21 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.

<b>Strategy 1:</b> The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal		
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<b>Strategy 2:</b> All students enrolled in Algebra 1 will take checkpoint assessments aligned to district course scope and sequences.		
<b>Strategy's Expected Result/Impact:</b> Formative		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal		
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"

<p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance on identified "power standards."</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support


<p><b>Strategy's Expected Result/Impact:</b> Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Jan</b>
<b>ESF Levers:</b> None	None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** For the 2020-21 school year, 75% of Pride High School students taking the English 2 STAAR EOC will meet STAAR progress measure requirements by May 2021.

**Evaluation Data Sources:** Success will be demonstrated when, at the end of the 2020-21 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.

<b>Strategy 1:</b> The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		
<b>Strategy 2:</b> All students enrolled in English 2 will take checkpoint assessments aligned to district course scope and sequences.		
<b>Strategy's Expected Result/Impact:</b> Formative data will be collected for all students.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		

**Strategy 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"

<p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance on identified "power standards."</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>


**Strategy 5:** Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support


<p><b>Strategy's Expected Result/Impact:</b> Students not demonstrating mastery will be identified so that they and can be connect to a higher tier of support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved performance to targeted levels on assessments		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Jan</b>
<b>ESF Levers:</b> None	None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** PRIDE High School will improve average daily attendance rates for the 2020-21 school year as compared to the 2019-20 school year

**Performance Objective 1:** Pride High School will improve average daily attendance from a rate of 89% in 2019-20 to a rate of 92% or higher in 2020-21 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 Sources:** Success will be demonstrated when, at the end of the 2020-21 school year, the average daily attendance meets or exceeds 92% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

<b>Strategy 1:</b> PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time attendance.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> PHS teachers and leaders will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> Attendance Incentives 199 - General Fund	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Accurate period-by-period attendance and tardy data will be collected.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 5:** PHS teachers and leaders will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.

<b>Strategy's Expected Result/Impact:</b> Students at risk of chronic absence will be identified so that they and can be connected to a higher tier of support.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 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

<b>Strategy's Expected Result/Impact:</b> Students will demonstrate improved attendance		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor		
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Lockhart Independent School District**  
**District Improvement Plan**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**



# 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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# Goals

**Goal 1:** Every student (grades PK-8) will make 1.5 years progress in reading in the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades PK-8 will make 1.5 years growth progress in reading.

**Evaluation Data Sources:** ISIP data, RenLearn data

**Strategy 1:** Establish protocol for data analysis which results in developing an action plan during monthly Principal Professional Learning Communities meetings that follows a cyclical process to reach and/or surpass .

**Strategy's Expected Result/Impact:** Principals will support teachers in making targeted adjustments to ensure academic progress in reading for all students resulting in an increase in monthly progress.

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction,  
Curriculum and Instruction Directors  
Accountability and Assessment Coordinator

**Title I Schoolwide Elements:** 2.4, 2.6

**Equity Plan**

**Problem Statements:** None

**Funding Sources:**  
PLC training (ASCD) 199 - General Fund \$10,000  
Refreshments for working lunches 199 - General Fund

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Provide training and support to administrators and teachers on Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically to achieve "great" levels for effective instruction with The Fundamental 5.


<p><b>Strategy's Expected Result/Impact:</b> Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Powerwalk training 199 - General Fund \$10,000</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** In grades PK-8, students will utilize a computer adaptive learning software called Istation (PK-5) and Ren Learning (6-8).

<p><b>Strategy's Expected Result/Impact:</b> Monitoring of growth rate in reading will be done monthly to determine if students are on pace for 1.5 years progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Istation and RenLearning 199 - General Fund</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** During the 2020-2021 school year, 70% of our students will be in Tier 1 by end of the school year.

**HB3 Goal**

**Evaluation Data Sources:** ISIP data, Amplify Data

<b>Strategy 1:</b> Provide diagnostic testing three times a year (BOY, MOY, EOY) to measure student progress in interventions.	
<b>Strategy's Expected Result/Impact:</b> The results will be utilized to measure improvements resulting in an increase in the MOY and EOY results.	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Directors	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 199 - State Comp Ed.	
<b>Strategy 2:</b> Interventionists will be placed on K-5 elementary campuses to assist targeted support for struggling learners.	
<b>Strategy's Expected Result/Impact:</b> The additional intervention support on each campus will result in an increase in monthly tier movement .	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum & Instruction; Directors	
<b>Title I Schoolwide Elements:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> 199 - General Fund	

**Strategy 3:** Provide Amplify Response to Intervention (RtI) Toolkits for RtI Teachers to utilize during intervention support.

**Strategy's Expected Result/Impact:** The intervention resource will result in less than 10% of our students in Tier 3 by end of year.

**Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction; Directors

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Performance Objective 3:** During the 2020-2021 school year, the Visionary Instruction Plan (VIP) will be scaled out district wide.

**Evaluation Data Sources:** Strive Data, Fundamental 5 Reports

<b>Strategy 1:</b> Provide teacher training in two of the five foundational VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology - SAMR).	
<b>Strategy's Expected Result/Impact:</b> Establish baseline data for the incorporation of the SAMR Model into lesson design.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide targeted administrator training to strengthen understanding, monitoring and observation of the VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology-SAMR).	
<b>Strategy's Expected Result/Impact:</b> Creation of classroom observation system for monitoring VIP Tenets.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum & Instruction; Directors; TIMs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Create a VIP Cohort Advisory Group to assist in the planning of a two year professional development plan

<p><b>Strategy's Expected Result/Impact:</b> Creation of a two year professional development plan to include training on all five tenets of VIP Model</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction; Directors</p>	<p><b>Nov</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Jan</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>Mar</b></p>
<p><b>Funding Sources:</b> None</p>	<p><b>Summative</b></p>
	<p><b>June</b></p>
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>	

**Goal 2:** Every student (grades PK-8) will make 1.5 years of progress in math in the 2020-2021 school year.

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades PK-8 will make 1.5 years growth progress in math.

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

<b>Strategy 1:</b> Establish protocol for data analysis which results in developing an action plan during monthly Principal Professional Learning Communities meetings that follows a cyclical process.	
<b>Strategy's Expected Result/Impact:</b> Principals will support teachers in making adjustments to ensure academic progress in math for all students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors, Accountability and Assessment Coordinator	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Dreambox, RenLearn 199 - General Fund	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide training and support to administrators and teachers on Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically to achieve "great" levels for effective instruction with The Fundamental 5.	
<b>Strategy's Expected Result/Impact:</b> Fundamental 5 walkthrough data for math at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, and Instruction Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Powerwalk training 199 - General Fund	<b>Summative</b>
	<b>June</b>

**Strategy 3:** In grades PK-8, students will utilize a computer adaptive learning software called Istation (PK-5) and Ren Learning (6-8).

<p><b>Strategy's Expected Result/Impact:</b> Monitoring of growth rate in reading will be done monthly to determine if students are on pace for 1.5 years progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> 199 - General Fund</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>





**Strategy 4:** In grades 2-5, students will utilize Reflex Math to accelerate automaticity in math.

<p><b>Strategy's Expected Result/Impact:</b> Campuses will achieve 80% fluency by the end of the 20-21 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, and Instruction Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Reflex Math 211 - Title I-A</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2:** During the 2020-2021 school year, the Visionary Instruction Plan (VIP) will be scaled out district wide.

**Evaluation Data Sources:** Strive Data and Fundamental 5 Reports

<b>Strategy 1:</b> Provide teacher training in two of the five foundational VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology - SAMR).	
<b>Strategy's Expected Result/Impact:</b> Establish baseline data for the incorporation of the SAMR Model into lesson design.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction; Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide targeted administrator training to strengthen understanding, monitoring and observation of the VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology-SAMR).	
<b>Strategy's Expected Result/Impact:</b> Creation of classroom observation system for monitoring VIP Tenets.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum & Instruction; Directors; TIMs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 3:** For the 2020-2021 school year, all students taking the English II STAAR EOC will meet STAAR progress measure requirements.

**Performance Objective 1:** At the end of the 2020-2021 school year, 70% of students taking English II STAAR EOC will achieve STAAR progress measure.

**Evaluation Data Sources:** STAAR 2021 English II EOC Results


<b>Strategy 1:</b> Establish protocol for data analysis which results in developing an action plan during monthly Principal Professional Learning Communities meetings that follows a cyclical process.	
<b>Strategy's Expected Result/Impact:</b> Principals will support teachers in making adjustments to ensure academic progress in reading for all students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors Accountability and Assessment Coordinator	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 199 - General Fund 199 - General Fund \$10,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide training and support to administrators and teachers on Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically to achieve "great" levels for effective instruction with The Fundamental 5.	
<b>Strategy's Expected Result/Impact:</b> Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 199 - General Fund \$10,000	<b>Summative</b>
	<b>June</b>

**Strategy 3:** 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Star Ren Learning 199 - General Fund</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** The District will refine common checkpoint assessments by ensuring that they are cumulative and by lengthening the data collection cycle .

<p><b>Strategy's Expected Result/Impact:</b> Improve each EOC (approaches, meets, and masters) student achievement levels by 10% points.</p> <p><b>Staff Responsible for Monitoring:</b> Directors, Secondary Instructional coaches, Assistant Superintendent of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Secondary Instructional coaches 199 - State Comp Ed.</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 4:** For the 2020-2021 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 2020-2021 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 Sources:** STAAR scores, Checkpoints, Interim assessments, Principal monthly disaggregated data, TELPAS data

<b>Strategy 1:</b> Provide training and support to administrators and teachers on Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically to achieve "great" levels for effective instruction with The Fundamental 5.	
<b>Strategy's Expected Result/Impact:</b> Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 199 - General Fund \$10,000 263 - Title III	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Principals will continue Professional Learning Community meetings that follow cyclical processes to review disaggregated reading and math data for EL and SPED focus groups and develop action steps.	
<b>Strategy's Expected Result/Impact:</b> Principals will support teachers in making adjustments to ensure academic progress in reading and math for students identified as EL and SPED.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum & Instruction, Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Results Driven Accountability</b>	<b>Summative</b>
<b>Equity Plan</b>	<b>June</b>





**Strategy 3:** Targeted professional development will be provided using student data to provide support to improve Tier 1 instruction of teachers of students identified as EL and SPED focus group.

<b>Strategy's Expected Result/Impact:</b> Academic growth in reading and math for students identified as EL and SPED.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant superintendent of curriculum and instruction, Directors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b>	<b>Mar</b>
<b>Equity Plan</b>	Training or instructional materials for teachers 224 - IDEA B, SpEd Training or instructional materials for teachers 263 - Title III	<b>Summative</b>
		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2:** For the 2020-2021 school year, approximately 50% of ELs in grades 1-12 will make at least one level of English language proficiency progress as measured by TELPAS.

**Evaluation Data Sources:** TELPAS composite levels for the spring 2021 as compared to spring 2020 results.

<b>Strategy 1:</b> Teachers will be provided instructional support to ensure ELPS are represented in Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically as opportunities for ELs to build English language skills to improve language proficiency.	
<b>Strategy's Expected Result/Impact:</b> By utilizing the Fundamental 5 framework, ELs will be able to continue to build English receptive and expressive language skills.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Bilingual/ESL/Federal Programs Director, Bilingual/ESL instructional coaches, Curriculum directors	
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Training and materials 263 - Title III
	<b>Summative</b> <b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

**Performance Objective 1:** Recruit, hire, and retain exemplary personnel.

**Evaluation Data Sources:** Talent Ed

<b>Strategy 1:</b> Maintain current compensation and work toward increasingly competitive salary compensation for retention of personnel. Including monitoring the stipend rate as to remain competitive and review signing bonuses for hard to fill areas.	
<b>Strategy's Expected Result/Impact:</b> Increase applicant pool of highly qualified applicants by 10%. 100% fill rate of bilingual teachers for the 2020-2021 school year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Deputy Superintendent, Director of Human Resources	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Bilingual stipends 193 - Bilingual Education Allotment	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Partner with Texas State University to continue and increase opportunities for instructional blocks and year long internships for educational major students with Lockhart ISD.	
<b>Strategy's Expected Result/Impact:</b> Increase number of educational major students touch points and therefore potential viable applicants to Lockhart ISD.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Human Resources Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Recruit new employees via job fairs, local website, TASA Net, TASB, TASBO, social media outlets, and other local area media.

**Strategy's Expected Result/Impact:** Increase applicant pool of highly qualified applicants. Increase fill rate of bilingual teachers for the 2020-2021 school year.

**Staff Responsible for Monitoring:** Deputy Superintendent, Human Resources Director, and Executive Director of Communications and Community Services.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Continually develop a pool of applicants to meet the ethnically diverse populations and linguistically diverse program services.

**Strategy's Expected Result/Impact:** Increased acquisition and retention of ethnically diverse and linguistically diverse staff.

**Staff Responsible for Monitoring:** Deputy Superintendent, Human Resources Director, Principals

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Continue to enhance benefits to staff.

**Strategy's Expected Result/Impact:** Improve staff retention and satisfaction, increased retention rates

**Staff Responsible for Monitoring:** Chief financial officer, Human Resources Director

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**


**June**

**Strategy 6:** 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><b>Strategy's Expected Result/Impact:</b> Increase in new to the district teacher retention for the 2020-2021 school year by 25%.</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Director of Elementary and Secondary, Campus Principals, Campus Assistant Principals.</p>	<p><b>Nov</b></p>
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Jan</b></p>
<p><b>Problem Statements:</b> None</p>	<p><b>Mar</b></p>
<p><b>Funding Sources:</b> 199 - General Fund \$150</p>	<p><b>Summative</b></p>
	<p><b>June</b></p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Provide high quality training and development based on student performance outcomes and state and federal mandates to assist all personnel in their job performance.

<b>Strategy 1:</b> Provide quality staff development based on an annual needs assessment.		<b>Formative</b>
<b>Strategy's Expected Result/Impact:</b> Increased percent of students scoring meets and masters on state assessments.		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, and Elementary Director for Curriculum and Instruction		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Mar</b>
	<b>Funding Sources:</b> None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Implement walk-through plans on a regular bases to ensure high quality instruction in each instructional setting in the district.		
<b>Strategy's Expected Result/Impact:</b> Improvement of Tier 1 instructional practices. Improved student academic performance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Deputy Superintendent, Assistant Superintendent of C&I		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 3:</b> Campus administrators will hold a minimum of 4 coaching cycles with teaching staff for the 2020-2021 school year.		
<b>Strategy's Expected Result/Impact:</b> Increased student achievement, increased teacher retention.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, and Campus Administrators		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 4:** Provide numerous opportunities for staff development through the use of technology, the Region Service centers, and other state offered meetings according to continuing education requirements; individualized teacher needs and student performance directives.

<b>Strategy's Expected Result/Impact:</b> Increased student achievement, increased teacher retention.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Human Resources Director, Assistant Superintendent for Curriculum and Instruction, and Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Encourage obtaining ESL or GT endorsement by supporting preparatory training in the district.

<b>Strategy's Expected Result/Impact:</b> Increase number of teachers obtaining one of these endorsements by 5%. Improve tier 1 instruction and positively impact student achievement.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of bilingual, Gifted and Talented Coordinator, Campus Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> ESL incentive for training and certification 193 - Bilingual Education Allotment	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3:** Communicate and invite collaborative input in decision making.

**Evaluation Data Sources:** Local Data Sources

<b>Strategy 1:</b> Send consistent communication to all staff in form of letter updates/emails and video media to open lines of communication and to transfer information and items of interest.	
<b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction, increase teacher retention for the 2020-2021 school year	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Communication and Community Services, Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Decrease teacher turnover for the 2020-2021 school year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Implement a staff engagement survey to be given in January of 2021 to identify areas of concern by district employees. Highlight any internal areas of concern/improvement therefore impacting teacher retention and morale.

<b>Strategy's Expected Result/Impact:</b> Decrease teacher turnover for the 2020-2021 school year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Director of Human Resources	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Implement stay interviews after the first 45 days and 130 days to determine satisfaction of new employees.


<b>Strategy's Expected Result/Impact:</b> Decrease teacher turnover for the 2020-2021 school year.	<b>Formative</b>
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.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction HR Director	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> 199 - General Fund \$300	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Reasons employees are choosing to separate from the district. Increase teacher retention for the 2020-2021 school year.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Human Resources Director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 4:** Provide Learn and Lead Tuesday professional development opportunities for targeted support of C&I tools, knowledge and skills.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria

<b>Strategy 1:</b> Conduct training on Tuesdays by C&I Team and/or Classroom Teachers in targeted training areas.	
<b>Strategy's Expected Result/Impact:</b> The professional development offerings will have a 50% increase in attendance.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum & Instruction; Directors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 263 - Title III 211 - Title I-A	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 5:** By the end of the 2020- 2021 school year, all staff members can articulate the three themes and competencies of the leadership definition and recognize them when demonstrated by others.

**Evaluation Data Sources:** Local Data Sources

**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 2020-2021 school year, LISD will continue to develop and implement the emergency operations plan so that students and staff feel safe at school.

**Evaluation Data Sources:** PEIMS attendance data  
2020-2021 staff engagement survey

<b>Strategy 1:</b> Implement the required safety and security audit on the district and campus Emergency Operations Plan (EOP) to evaluate emergency procedures for both instructional and non-instructional facilities.	
<b>Strategy's Expected Result/Impact:</b> The EOP for instructional and non-instructional facilities will be current and will practice the plan according to the procedures.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Coordinator for Safety and Security, District Safety Task Force, District Audit Team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> District Safety Task Force committee will be hold meetings at least 3 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.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Coordinator for Safety and Security	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Staff and students will continue to be trained on the Citizen Response to Active Shooter Event (CRASE), ALERT, School Guard, and the district standard response protocol. Staff and students will continually practice the adopted SRP.

<p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Review data from survey and attendance rates to see correlation between attendance and staff views on safety and security of campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Coordinator for Safety and Security</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> 199 - General Fund</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Provide proactive disaster drills as outlined in the district emergency operations plan.


<p><b>Strategy's Expected Result/Impact:</b> Increased student attendance and satisfaction with an increase safety awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Coordinator for Safety and Security, Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Lockhart High School and Lockhart Junior High School will each have a Lockhart Police Officer serving in the capacity of a school resource officer to assist in maintaining safe schools, improving climate, and supporting educational opportunities for all students.

<p><b>Strategy's Expected Result/Impact:</b> Increase student attendance and satisfaction with an increase safety awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Campus Administrators, Lockhart Police Department</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Promote awareness programs for students and employees health and safety.

**Evaluation Data Sources:** Federal/State/Local Data Services

<b>Strategy 1:</b> All the elementary schools, Lockhart Junior High School and Lockhart High School will implement the 7 mindsets curriculum to support the SEL needs of the students in Lockhart ISD.	
<b>Strategy's Expected Result/Impact:</b> By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SEL Counselor, Deputy Superintendent, campus administration, and campus counselors.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> All staff will receive training on Trust Based Relational Intervention therapeutic model.	
<b>Strategy's Expected Result/Impact:</b> Compliance with the District trauma informed care program policy to allow campus staff to appropriately support students emotional needs.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Campus Administrators	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<p><b>Strategy's Expected Result/Impact:</b> By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor, Principals, campus counselors, and Deputy Superintendent.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester.

<p><b>Strategy's Expected Result/Impact:</b> Increased safety awareness</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Lockhart ISD will post and implement a policy addressing child abuse, neglect, and sexual abuse of children.

<p><b>Strategy's Expected Result/Impact:</b> By protecting the students we serve in turn we will see an increase in student academic achievement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Lockhart ISD will provide training for all students and district employees as outlined in the student handbook and student code of conduct in the areas of: attendance procedures, discipline procedures, bully awareness, sexual harassment, character ed, internet safety, and dating violence.

<b>Strategy's Expected Result/Impact:</b> Improved communication and culture to support improved student academic achievement	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Principals and Campus Counselors	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3:** Lockhart ISD will increase student attendance to 97% for the 2020-2021 school year.

**Evaluation Data Sources:** PEIMS Attendance Data

<b>Strategy 1:</b> The district will participate in the E3 Alliance program Missing School Matters committee.	
<b>Strategy's Expected Result/Impact:</b> Increase attendance, decrease tardies, and increase student achievement.	<b>Formative</b>
Monitor attendance rates to compare attendance the week before campaign messages are sent versus the week after messages are sent.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Executive Director of Communication and Community Services	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> 199 - General Fund \$500	<b>June</b>
<b>Strategy 2:</b> Identify, investigate, and take appropriate action towards students who are repeatedly absent.	
<b>Strategy's Expected Result/Impact:</b> Increase District attendance rates	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Campus Administrators	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>


**Strategy 3:** Support the School Health Advisory Council (SHAC) in efforts to promote health, safety, nutrition and overall wellness for students and staff.


<b>Strategy's Expected Result/Impact:</b> Improve wellness for students and staff	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Health Services Coordinator	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 199 - General Fund \$0	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Health services will coordinate with E3 Alliance to provide Flu vaccines for all Lockhart ISD students and staff.

<b>Strategy's Expected Result/Impact:</b> By insuring every child receives a flu shot the rate of illnesses will decrease and attendance will increase.	<b>Formative</b>
Monitor attendance rates from the 2019-2020 school year and the 2020-2021 school year.	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent and Health Services Coordinator	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4:** Promote parent and family involvement in the education of their children.

**Evaluation Data Sources:** Local Data Sources

<b>Strategy 1:</b> Support parent involvement events such as: parent / teacher grade level meetings, Open House, Orientation Nights, parent training on special programs, parent learning nights, Parents/Teachers serving on Dist. & Campus Councils (DAC, SHAC, CIT, CTE Advisory), Parent Volunteers, etc.	
<b>Strategy's Expected Result/Impact:</b> Continue to strengthen relationships between school and parents and increase parents participation in their child's education.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Bilingual/ESL Federal Programs Director, Campus Principals	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 263 - Title III 211 - Title I-A	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Increase in social media metrics.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Communications and Community Services and Campus Administration.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** District will inform and communicate parent information in English and home language of family.

<p><b>Strategy's Expected Result/Impact:</b> Documents translated in Spanish and other languages necessary with will continue to strengthen relationships between school and parents and increase parents participation in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Federal Programs Director, the Executive Director of Communications and Community Services, and Campus Administration.</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  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:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

**Organization**

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

[Legally referenced policies are not adopted by the Board.](#)

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

**Terms**

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

**Harmony with Law**

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

**Policy Development**

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

**Official Policy Manual**

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

**Adoption and Amendment**

Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand an immediate response.

BOARD POLICIES

BF  
(LOCAL)

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized  
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

### Vacation Days

~~Eligible All full-time custodial, groundskeeper, or skilled maintenance employees employed in positions~~ a position normally requiring ~~240 days~~ at least 240 days of service annually a year shall receive ~~ten~~ paid vacation days in accordance with administrative regulations that address ~~per year~~.

~~Vacation days shall be earned at the rate of one day per 24 days worked. Use of vacation days requires notice of two District business days and advance approval of the immediate supervisor.~~

~~Vacation days shall not be allowed to accumulate for use in the following: year.~~

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

### Holidays

Eligible employees in positions normally requiring 240 days of service annually shall receive paid holidays in accordance with the employee's duty schedule and administrative regulations.

~~[See DEAB for overtime pay provisions.] The District calendar shall denote all holidays recognized by the District. Holidays are days that fall on a normal workday but are set aside by custom or law as days in which the District is not in operation. Employees do not work on holidays, regardless of whether they receive pay for the day.~~

### Paid Holidays

~~The following policy provisions regarding paid holidays apply only to full-time custodial, groundskeeper, and skilled maintenance employees who were employed in a position requiring at least 240 days of service during the 2016-17 school year and full-time food service employees who were employed by the District during the 2016-17 school year.~~

~~Beginning with the 2017-18 school year, custodial, groundskeeper, or skilled maintenance employees employed in a position normally requiring at least 240 days of service a year, and who were employed in a 240-day position for the 2016-17 school year, shall receive eight paid holidays per year. Over the course of the following four school years (2018-19, 2019-20, 2020-21, 2021-22), the number of paid holidays for these employees shall decrease each year by two days until the number of paid holidays is zero.~~

COMPENSATION AND BENEFITS  
VACATIONS AND HOLIDAYS

DED  
(LOCAL)

~~All food service employees who were employed during the 2016–17 school year shall receive five paid holidays for the 2017–18 school year. Over the course of the following three school years (2018–19, 2019–20, 2020–21), the number of paid holidays for these employees shall decrease each year until the number of paid holidays is zero. Two paid holidays will be eliminated each year for the 2018–19 and 2019–20 school years. One paid holiday shall be eliminated for the 2020–21 school year.~~

**Unpaid Noncontract  
Days for Exempt  
Employees**

~~For exempt employees hired on a contract in positions requiring 12 months of service, a maximum of 15 unpaid noncontract days may be carried forward each year, provided the days are used within six months (December 31). An exempt employee with unpaid noncontract days remaining as of December 31 each year may be allowed to take the time off prior to the end of that school year, provided the employee has an acceptable reason for not doing so prior to the December 31 date. Prior approval from the Superintendent shall be required for such an extension.~~

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**Note:** This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees. ~~For Title IX and other provisions regarding~~ ~~For~~ discrimination, harassment, and retaliation ~~against~~~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

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**Definitions** Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

**Statement of Nondiscrimination** The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy ~~and is prohibited~~.

**Discrimination** Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

*In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.*

**Prohibited Conduct** In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

*Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]*

**Prohibited Harassment** Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

**Examples** Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; **cyberharassment**; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other **negative** stereotypes; or other **kinds** ~~types~~ of aggressive conduct such as theft or damage to property.

**Sex-Based Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

**Sexual Harassment**

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, **contact**, or communication, **including electronic communication** ~~or contact~~.

**Retaliation**

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.~~

**Prohibited Conduct**

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting Procedures**

**Any** ~~An~~ employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

**Definition of District Officials**

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~ ~~antidiscrimination~~ laws.

**Alternative Reporting Procedures**

An employee shall not be required to report prohibited conduct to the person alleged to have committed ~~the conduct~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

**Timely Reporting**

To ensure the District's prompt investigation, reports ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

**Notice of Report**

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

**Investigation of Reports Other Than Title IX ~~the Report~~**

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not ~~require~~~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

#### Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

#### Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

#### District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

#### Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

#### District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

#### Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

**Response to Sexual Harassment—Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

**Retaliation**

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

**Examples**

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

**Records Retention**

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this ~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be ~~posted on the District's website, to the extent practicable, and~~ readily available at each campus and the District's ~~District~~ administrative offices.

**Certificate of Coursework Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. ~~-[See EIF, FMH]~~

**Partial Credit**

When a student earns a passing grade in only ~~half one semester~~ of a ~~two semester~~ course and the ~~combined average~~ grade for ~~both halves the two semesters~~ is lower than 70, the District shall award the student credit for the ~~half semester~~ with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

**Course Credit for Non-EOC Exam Classes**

~~For purposes of assigning course credit for a non-end-of-course (EOC) exam course, a high school student who earns a passing grade in only one semester of a two-semester course and the average for the two semesters is 70 or above, the District shall award credit for both semesters.~~

~~Course averaging shall only be permissible for students taking the course in the same school year, during the fall, spring, and summer semesters. If a student passes one semester but fails the other with a grade that results in a yearly average below 70, credit will be awarded for the semester passed [see Partial Credit, above].~~

**Withdrawal or Late Enrollment**

~~A student, including a migrant or homeless student, who enrolls after the first day of instruction or who withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:~~

- ~~1. Individualized work.~~
- ~~2. Tutorial sessions.~~
- ~~3. Testing to verify mastery of the essential knowledge and skills.~~
- ~~4. Early final examinations.~~

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**Note:** The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

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**Title IX Coordinator** The District ~~designates and authorizes the~~~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

**ADA / Section 504 Coordinator** The District ~~designates and authorizes the~~~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended. [See FB(EXHIBIT)]

**Superintendent** The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Equal Educational Opportunity**  
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]- Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

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**Note:** The following provisions address the District’s compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student’s disability shall be made in accordance with FFH.

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**Section 504**

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records ~~control~~ retention schedules. [See CPC]

**Persons Age 21  
and And Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

**Proof of Residency**

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

**Minor Living Apart**

**Person Standing in  
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

**Misconduct**

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

**Exceptions**

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular  
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student  
in Grandparent's  
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

**"Accredited" Defined**

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See E1]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See E1]

**Withdrawal**

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**Attendance  
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative  
Attendance-  
Taking **Recording**  
Time

**The** ~~When appropriate, the~~ Superintendent is authorized to **shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus** or for a designated group of students at a campus. The alternative ~~time for recording~~ attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to  
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

**Training**

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~  
~~mediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. ~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

### Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

### Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>i</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

### Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report Suspected Child Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities Regarding Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>i</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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**Note:** This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or ~~on~~ any other basis prohibited by law, that adversely affects the student.

**Prohibited Conduct**

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law, ~~when the conduct~~ that is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by ~~law~~ and this policy.

**Examples**

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

### Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

### Sexual Harassment By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or [other](#) inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

### By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communications, [including electronic communication](#) ~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~Retaliation~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~False Claim~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~Prohibited Conduct~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting  
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

Employee Report	Any District employee who suspects or receives <b>direct or indirect</b> notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
<i>Definition of District Officials</i>	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, <del>or</del> gender-based harassment, <b>or dating violence</b> , may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]
<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p><b>An individual</b><del>A student</del> shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
<b>Timely Reporting</b>	<p><b>To ensure the District's prompt investigation, reports</b> <del>Reports</del> of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. <del>A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.</del></p>
<b>Notice to Parents</b>	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<b>Investigation of Reports Other Than Title IX</b> <del>the Report</del>	<p><b>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX.</b> [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,</p>

and dating violence, see the procedures below at [Response to Sexual Harassment—Title IX](#).

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

**Initial Assessment** Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~ **proven**, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~ **proven**, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

**Interim Action** If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

**District Investigation** The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal Investigation** If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the Investigation** Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

tor shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

**District Action**

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

*Corrective Action*

Examples of corrective action may include a training program for those involved in the ~~report~~ ~~complaint~~, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Sexual Harassment–Title IX**

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of  
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

**Records Retention**

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records ~~control~~retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT ACTIVITIES  
CONTESTS AND COMPETITION

FMF  
(LOCAL)

**UIL Activities**

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

**Athletic Program**

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholastic competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.~~

**Non-UIL Activities**

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

**Overnight Trips**

~~Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

## Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability, ~~or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Extracurricular  
Activity Complaints**

For a complaint concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by Education Code Chapter 26, the Level Two decision is final and may not be appealed to the Board.

**Notice to Students  
and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

**Freedom from  
Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p> <p>A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.</p>

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

### **Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

### **Level Three**

With the exception of complaints regarding extracurricular activities, described above, if the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Guiding Principles**

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**Freedom from Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and  
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

**Level Two**

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

**Level Three**

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

# 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:

**Investment Authority**

The Superintendent, assistant superintendent, chief financial officer or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved  
Investment  
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Commercial paper as permitted by Government Code 2256.013.
6. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
7. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
8. Public funds investment pools as permitted by Government Code 2256.016.

**Safety**

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

**Investment  
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and  
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed two years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

**Diversity**

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market  
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating  
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

**Funds / Strategies**

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

Enterprise and Custodial Funds	Investment strategies for enterprise and custodial funds shall have as their primary objectives safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
<b>Safekeeping and Custody</b>	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
<b>Sellers of Investments</b>	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
<b>Soliciting Bids for CDs</b>	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
<b>Interest Rate Risk</b>	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
<b>Internal Controls</b>	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

**Annual Review**

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

**Annual Audit**

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**Lockhart Independent School District  
Resolution**

**Whereas,** The Lockhart Independent School District is mandated by the Public Funds Investment Act to have an investment policy that includes an investment strategy statement.

**Whereas,** The Lockhart Independent School District recognizes the necessity to assure the safety of the District's funds, maintain sufficient liquidity to provide adequate and timely working funds, and to match the maturity of investment instruments to the daily cash flow requirements.

**Whereas,** The Lockhart Independent School District cash management objectives also include the attainment of market average rate of return, while maintaining safety and liquidity. Other objectives include the diversity of investments as to maturity, instrument, and financial institution where permitted under the laws of the State of Texas, to actively pursue portfolio management techniques, and to avoid investment for speculation.

**Whereas,** the Board of Directors has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached hereto as Exhibit "A", pursuant to Chapter 2256, Texas Government Code, as amended from time to time;

**Now, therefore, be it Resolved by the Board of Trustees of the Lockhart Independent School District that:**

**Section 1:** The Investment Policy, in the form attached hereto as Exhibit "A", is hereby adopted as the local investment policy for the District and that there are no changes from the prior policy; and

**Section 2:** The provisions of this Resolution shall be effective as of the date of the adoption and shall remain in effect until modified by action of the Board of Trustees.

**Passed and Approved** the 28th day of September 2020 by the Board of Trustees of the Lockhart Independent School District.

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**Steve Johnson, President**

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**Tom Guyton, 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:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

COUNTY OF CALDWELL

§

RESOLUTION: SETTING TAX RATE

STATE OF TEXAS

§

§

RESOLUTION OF THE BOARD OF TRUSTEES  
OF THE  
LOCKHART INDEPENDENT SCHOOL DISTRICT

WHEREAS, Lockhart Independent School District Board of Trustees is responsible for adopting a budget and setting a tax rate annually in order to underwrite District operations and pay District debt; and

WHEREAS, the Lockhart Independent School District Board of Trustees is authorized to approve the District's tax rate annually; and

WHEREAS, the Lockhart Independent School District Board of Trustees has considered adopting a tax rate for maintenance and operation for 2020 of \$0.9094 per \$100.00 valuation; and

WHEREAS, the Lockhart Independent School District Board of Trustees has considered a tax rate for interest and sinking for 2020 of \$0.2577 per \$100.00 valuation;

WHEREAS, the Lockhart Independent School District Board of Trustees has considered a total tax rate for 2019 of \$1.1671 per \$100.00 valuation; and

WHEREAS, the no-new-revenue tax rate is \$1.1699 per \$100.00 of valuation, which is more than the proposed tax rate of \$1.1671 to be considered for 2020 and therefore effectively represents a 3.097% increase in the tax rate; and, **THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE**; and

WHEREAS, the voter-approval tax rate for the 2020 tax year is \$1.1857 per \$100.00 of valuation; and

WHEREAS, the tax rate considered for maintenance and operation adopted by Lockhart Independent School District for the 2020 tax year would not exceed that voter-approval tax rate;

BE IT THEREFORE RESOLVED,

1. That the tax rate for maintenance and operation for 2020 be set at \$0.9094 per \$100.00 valuation; and
2. That the tax rate for interest and sinking for 2020 be set at \$0.2577 per \$100.00 valuation; and
3. That the total tax rate for 2020 be set at \$1.1671 per \$100.00 valuation.

Resolved this 24<sup>th</sup> day of August, 2020.

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

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

# Lockhart Independent School District Board of Trustees

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BACKGROUND INFORMATION:

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RECOMMENDATION:

RECOMMENDED MOTION:

**LOCKHART ISD**

**RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS  
DURING EMERGENCY SCHOOL CLOSINGS**

**2020-2021**

WHEREAS the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled and those required to work during emergency closings;

WHEREAS employees who are instructed not to report to work may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that continuing wage payments to all full-time employees, contractual and non-contractual, salaried and non-salaried up to regularly scheduled work hours per day, who suffer a loss in pay due to an emergency closing, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

WHEREAS district policy DEA(local) authorizes pay to employees who work during an emergency closure at the rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law [See DEAB]. The Superintendent or designee shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings;

WHEREAS the Board desires to authorize continued wage payments to all full-time employees, contractual and non-contractual, salaried and non-salaried up to regularly scheduled work hours per day, who are instructed not to report to work during an emergency closing, unless the workdays are scheduled to be made up at a later date;

WHEREAS The Board desires to authorize continued wage payments to essential part-time Cubhouse staff in order to avoid a disruption in the continuation of services to provide childcare services for student and staff parents when the district is not closed;

WHEREAS the Board desires to authorize continued wage payments to essential Kids Club site managers in order to avoid a disruption in the continuation of services to provide childcare to eligible students when the district is not closed;

WHEREAS, food service employees of the LISD are not able to maintain a 6 feet distance from each other while performing their job duties and are not able to work from home due to the nature of their job;

BE IT THEREFORE RESOLVED, the board authorizes continued wage payments to all full-time employees, contractual and non-contractual, salaried and non-salaried up to regularly scheduled work hours per day, who are instructed not to report to work during an emergency closing, unless the workdays are scheduled to be made up at a later date;

BE IT THEREFORE RESOLVED, the board authorizes continued wage payments to part-time essential Cubhouse staff and part-time essential Kids Club site managers who are instructed not to report to work during an emergency closing, unless the workdays are scheduled to be made up at a later date;

BE IT THEREFORE RESOLVED, the board authorizes continued wage payments to all food service employees during an emergency closing, and premium pay for food service employees who are required to work during an emergency closing shall be paid at the premium rate of one and one half times their regular rate of pay for all hours worked up to 40 hours per week, during 2020-2021 during a shut-down of the district. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law.

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The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate to food service employees who provide emergency-related services is effective until May 27, 2021.

Adopted this 24th day of August, 2020, by the Board of Trustees.

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Steve Johnson, Board President

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Tom Guyton, Secretary

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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DISTRICT GOAL(S) ALIGNMENT:

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AGENDA TITLE:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

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RECOMMENDED MOTION:

	<b>HMH</b>	<b>Hameray</b>	<b>Capstone</b>	<b>Scholastic</b>	<b>Teacher Created Materials</b>	<b>Saddleback Ed.</b>	<b>Delta Ed.</b>	<b>Vista Higher Learning</b>	<b>Amazon</b>
<b>ABS</b>	x	x	x	x	x	x	x	\$14,429.80	x
<b>BBE</b>	x	\$6,330.28	x	\$13,252.10	x	x	x	x	\$767.10
<b>CFE</b>	x	x	\$1,711.56	x	x	x	x	x	x
<b>NAV</b>	x	\$918	\$1,126.01	\$9,120.50	x	x	x	x	x
<b>PCE</b>	\$13,403.55	\$18,334.24	\$5,637.63	x	\$3,673.96	\$1,143.90	\$1,359.98	x	x
<b>Totals:</b>	<b>\$13,403.55</b>	<b>\$25,582.52</b>	<b>\$8,475.20</b>	<b>\$22,372.60</b>	<b>\$3,673.96</b>	<b>\$1,143.90</b>	<b>\$1,359.98</b>	<b>\$14,429.80</b>	<b>\$767.10</b>

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

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TYPE OF ACTION

DEPARTMENT:

## DISTRICT GOAL(S) ALIGNMENT:

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AGENDA TITLE:

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BACKGROUND INFORMATION:

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RECOMMENDATION:

RECOMMENDED MOTION:



# REQUEST TO EXTEND THE START OF THE 2020-2021 SCHOOL YEAR TRANSITION BEYOND THE FOUR-WEEK LIMIT

## SECTION I: Requirements

If a school system believes it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of their 2020-21 instructional calendar, they must submit a board approved waiver request to TEA to extend that transition window, up to four additional weeks. The board must take action to authorize this waiver by specific vote, and cannot otherwise delegate the waiver application to the superintendent. The waiver application must include an indication as to the local public health conditions that the LEA believes would warrant a faster end to the transition period. Teachers, staff, and parents should be consulted about the transition plan before the waiver is submitted. During this transition period, LEAs are still required to allow all students to access on-campus instruction who come from households without internet access or appropriate remote learning devices. During the extended period being requested with this waiver, at least some on-campus instruction must be provided each day. The procedures used by the LEA to limit access to on-campus attendance during this period should be clearly communicated to families in advance. The waiver may be rescinded if the requirements are not met.

## SECTION II: Request

**District Name:**

**First Day of School:**

**Total Additional Weeks Requested (beyond the initial four weeks for transition):**

**Will some students have access to on-campus learning during the extended transition period?**

**Will students with no internet/internet-enabled learning devices be allowed to come on campus should they so choose?**

**Explain what local public health conditions that would cause you to end the transition period faster, so that all students have access to on-campus instruction. As an example: the most recent weekly count of COVID-19 cases is lower than the prior week in the county, and test positivity rate in the county is under 10%.**

## SECTION III: Attestation/Signatures

<b>District Name</b>	<b>Board Approval Date</b>

<b>Board President Name</b>	<b>Superintendent Name</b>
<b>Board President Signature</b>	<b>Superintendent Signature</b>

*With the submission of this form, the district attests that teachers, staff, and parents were consulted about the transition plan before the waiver was submitted.*

Submit completed request forms to: [waivers@tea.texas.gov](mailto:waivers@tea.texas.gov)

**Request must be submitted prior to the end of the initial four-week transition**

# Lockhart Independent School District Board of Trustees

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Agenda Item

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**LOCKHART INDEPENDENT SCHOOL DISTRICT AND  
4:12 KIDS  
LEASE AGREEMENT**

This Lease Agreement (“*Lease*”) is entered into as of September 1, 2020 (the “*Effective Date*”), by and between Lockhart Independent School District (“LISD”) and 4:12 KIDS (“4:12 KIDS” or “Lessee”) as follows;

**RECITALS**

WHEREAS, LISD is the owner of real property and improvements located at 520 Pecos Street, Lockhart, TX hereinafter referred to as the “Premises,” which is currently vacant and not in use by LISD;

WHEREAS, 4:12 KIDS is a 501(c)(3) non-profit organization located in Lockhart, Texas that serves students in Lockhart and Caldwell County, Texas and provides annual resources and services to hundreds of LISD students by providing student clothing, shoes, hair-cuts and school supplies through the Back-to-School Drive and Prom Dress Drive;

WHEREAS, 4:12 KIDS is interested in leasing the Premises, paying for the maintenance and utilities, and making improvements to the facilities;

NOW, THEREFORE, for and in consideration of the mutual promises and covenants contained in this Lease, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

**ARTICLE 1.  
DEMISE OF LEASED PREMISES**

1.01 Premises. LISD leases the Premises to 4:12 KIDS under the terms and conditions set forth herein.

**ARTICLE 2.  
LEASE TERM**

2.01. Term. The term of this Lease is for five (5) years, beginning on September 1, 2020, and ending on August 31, 2025 (the “Initial Term”). The Initial Term may be renewed for one additional five-year term by the mutual agreement of the parties and the execution of a new lease no later than thirty (30) days before the expiration of the Initial Term (“Renewal Term”).

2.02. Termination. This Lease will terminate without further notice when the Initial Term or the Renewal Term expires.

2.03 Early Termination by LISD. At its sole discretion, LISD shall have the right to terminate this Lease at any time and for any reason prior to the expiration of the Initial Term or

Renewal Term by providing Lessee ninety (90) days' advance written notice of LISD's election to terminate.

2.04 Early Termination by Lessee. Lessee shall have the right to terminate this Lease at any time and for any reason prior to the expiration of the Initial Term or Renewal Term by giving LISD ninety (90) days' advance written notice of Lessee' election to terminate.

2.06. No Holdover. Upon termination of this Lease, Lessee shall vacate the premises, subject to the applicable terms in this Lease, no later than, the earlier of, the end of the then current Lease Term or date of termination.

2.07. Suspension/Termination. Upon two (2) weeks written notice to Lessee, LISD may suspend this Lease based on a breach or nonperformance of a duty by Lessee. In LISD's notice letter, LISD will notify Lessee of the deficiency and provide Lessee with thirty (30) calendar days to cure the deficiency to the satisfaction of LISD. If the breach is not cured to the satisfaction of LISD after the expiration of this period, LISD shall have the right to immediately terminate this Lease and pursue its legal remedies.

### **ARTICLE 3.** **RENT**

3.01. Minimum Yearly Rent. Lessee will pay LISD the sum of ONE AND NO/100 DOLLARS (\$1.00) per year during each Term as annual rent for using and occupying the Premises.

### **ARTICLE 4.** **TAXES**

4.01. Payment by Lessee. LISD and Lessee are tax-exempt organizations. If the tax exemption status changes for either LISD or Lessee, then, in addition to the rent specified in Article 3, Lessee shall pay and discharge all taxes, general and special assessments, and other charges of any kind levied on or assessed against the Premises and improvements whether belonging to LISD or to Lessee. Lessee will indemnify LISD and hold it harmless from all such taxes, charges, and assessments.

### **ARTICLE 5.** **UTILITIES**

5.01 Utility Payments. Lessee shall pay One Hundred Percent (100%) of all charges for water, heat, gas, electricity, sewer, and all other utilities and of any other separately metered utilities ("Utilities"). Lessee shall transfer all Utilities to its name, and shall be solely responsible for payment of said Utilities. Lessee shall bear the sole cost of any telephone and/or internet services.

### **ARTICLE 6.**

## **USE OF PREMISES**

6.01. Schedule of Premises Use. In all instances, Lessee shall comply with all applicable codes, rules, regulations and laws including the American with Disabilities Act and LISD policies, including Policy GKD. Prior to signing this Lease, Lessee acknowledges and represents that it has read Policy GKD. In particular, Lessee shall not allow the Premises to be used by individuals or groups for political advertising, campaign communications, or electioneering and shall not allow the use, sale or possession of alcoholic beverages, illegal drugs, firearms or e-cigarettes on the Premises.

6.02. Permissive Facility Use. Lessee shall have use the Premises in a lawful and nondiscriminatory manner towards all persons. Lessee shall screen all employees and volunteers by conducting criminal background checks and bar any such person from the Premises with a conviction for a felony offense under Texas Penal Code, Title 5, or an offense requiring a person to register as a sex offender under Texas Criminal Procedure Chapter 62 or equivalent offenses under federal law or laws of another state.

6.03. Third Party Facility Rental. Lessee shall have no right to rent, sublease, borrow or allow use of the Premises by any third parties, whether for profit or non-profit activities.

6.04. Illegal Use Not Permitted. Lessee may not use all or any part of the Premises for any use or purpose that violates any valid and applicable law, regulation, or ordinance of the United States, the State of Texas, the County of Caldwell, the City of Lockhart, or other lawful authority with jurisdiction over the Premises.

## **ARTICLE 7.** **IMPROVEMENTS**

7.01. General Conditions. Lessee is permitted to make minor improvements that constitute non-structural alterations, modifications or improvements without LISD's consent, including but not limited to: light fixtures, interior painting or replacing flooring that is worn out. No exterior signs or decorations may be installed or painted on the outside of the Premises without the advance, written consent of LISD. Lessee shall not make any structural changes including alterations to the roof, exterior walls or foundation or make any additions to the Premises without the advance, written consent of LISD. Upon receipt of prior written approval by LISD and an executed amendment to this Lease, Lessee may make improvements to the Premises, subject to the following conditions:

- a. Lessee bears the sole cost of any such work.
- b. The Premises must at all times be kept free of mechanics and materialmen's liens.
- c. LISD must be notified of the time for beginning and the general nature of any such work, other than routine maintenance of existing Parking Lot Improvements or Field Improvements, at the time the work begins.
- d. Lessee shall obtain and maintain liability insurance coverages required by LISD during the Lease Term.

- e. All improvements must comply with local building codes, applicable state, and federal law including the American with Disabilities Act.

7.02. Ownership of Improvements. Any improvements, additions, alterations, and fixtures constructed, placed, or maintained on any part of the Premises are considered part of the real property of the Premises (“Premises Property”). The Premises Property must remain on the Premises and shall become LISD’s property at the time of completion and shall continue to be LISD’s property when this Lease terminates.

7.03. Right to Remove Improvements. Lessee may not remove any improvements made to the Premises without prior written consent of LISD.

**ARTICLE 8.**  
**REPAIRS, MAINTENANCE, AND RESTORATION**

8.01. Repair and Maintenance. At its sole expense, Lessee will promptly repair any condition in need of repair and maintain the Premises in good and safe condition or upon notice of required repairs by the LISD.

8.02. Cleaning. At its sole expense, Lessee shall regularly clean and maintain the conditions of the Premises in a clean, sanitary, hygienic and presentable condition.

**ARTICLE 9.**  
**MECHANICS’ LIENS**

9.01. No Mechanic’s Liens. Lessee will not cause or permit any mechanics’ liens or other liens to be filed against the fee of the Premises or against Lessee leasehold interest in the Premises or any improvements on the Premises by reason of any work, labor, services, or materials supplied or claimed to have been supplied to Lessee or anyone holding the Premises or any part of them through or under Lessee. If such a mechanic’s lien or materialman’s lien is recorded against the Premises or any improvements on them, Lessee must either cause it to be removed or, if Lessee in good faith wishes to contest the lien, take timely action to do so, at Lessee’ sole expense. IF LESSEE CONTESTS THE LIEN, LESSEE WILL INDEMNIFY LISD AND HOLD IT HARMLESS FROM ALL LIABILITY FOR ATTORNEYS’ FEES, COURT COSTS AND DAMAGES OCCASIONED BY THE LIEN OR THE LIEN CONTEST AND WILL, IN THE EVENT OF A JUDGMENT OF FORECLOSURE ON THE LIEN, CAUSE THE LIEN TO BE DISCHARGED AND REMOVED BEFORE THE JUDGMENT IS EXECUTED.

**ARTICLE 10.**  
**INSURANCE AND INDEMNIFICATION**

10.01. Insurance on Premises and Improvements. At all times during the Lease term, Lessee will keep the Premises and all improvements fully insured against loss or damage, with extended-coverage endorsement or its equivalent. LISD shall be added to insurance agreement(s) as an additional insured.

10.02. Insurance. At all times during the Lease term, Lessee will provide and keep in force liability insurance covering LISD and Lessee for liability for property damage and personal injury. Workers compensation shall be required as set forth in state law. Liability coverages shall be issued by insurers licensed to do business in the State of Texas and as the following limits:

Commercial Liability	\$1,000,000	Products – Per Occurrence
	\$1,000,000	Personal & Advertising Injury – Per Occurrence
	\$2,000,000	General Aggregate
Professional Liability	\$1,000,000	Products – Per Occurrence
	\$2,000,000	General Aggregate
Automobile	\$1,000,000	Per Occurrence

10.04. Insurance Certificates. Lessee shall furnish LISD with certificates of all insurance required by this Article 10 upon execution of this Lease and as may be requested by LISD in the future.

10.05. Indemnification of LISD. Lessee (and not LISD) is liable for any loss, damage, or injury of any kind to any person or property arising from any use of the Premises (or any part of them) by Lessee, its employees, guests, volunteers or invitees, or caused by any defect in any improvement, equipment, or facility on the Premises or caused by or arising from any act or omission of Lessee, or of any of its agents, employees, licensees, or invitees, or by or from any accident, fire, or other casualty on the Premises, or brought about by Lessee's failure to maintain the Premises in safe condition. Lessee ALSO RELEASES AND HOLDS HARMLESS, LISD (INCLUDING COURT COSTS AND ATTORNEYS FEES INCURRED BY LISD) FROM ANY CLAIMS, CAUSES OF ACTION, LOSSES, DAMAGES OR INJURY OF ANY KIND AND TO ANY PERSON OR ENTITY WHETHER ALLEGED AGAINST LESSEE OR WHETHER ARISING FROM THE NEGLIGENT ACT OR OMISSION ON THE PART OF LISD.

## **ARTICLE 11.** **ASSIGNMENT AND SUBLEASE**

11.01 Neither party may assign this Lease without the express written consent of the other party, such consent not to be unreasonably delayed, conditioned or withheld.

## **ARTICLE 12.** **LISD'S WARRANTIES AND COVENANTS**

12.01. Warranty of Title. LISD is the owner of the Premises.

12.02. Warranty of Quiet Enjoyment. LISD covenants that as long as Lessee observes the covenants and terms of this Lease, Lessee will lawfully and quietly hold, occupy, and enjoy the Premises during the Term without being disturbed by LISD or any person claiming under LISD.



Notices are effective when received. Either party may change the address to which notices are to be sent by sending written notice of the new address or number to the other party in accordance with the terms of this Section 14.01.

14.02. Parties Bound. This agreement binds and inures to the benefit of, the parties to the Lease and their respective successors, and assigns.

14.03. Texas Law to Apply. This Lease is to be construed under Texas law, and all obligations of the parties created by this Lease are performable in Caldwell County, Texas.

14.04. Legal Construction. If any one or more of the provisions in this Lease are for any reason held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability will not affect any other provision of the Lease, which will be construed as if it had not included the invalid, illegal, or unenforceable provision.

14.05. Prior Agreements Superseded. This Lease constitutes the parties' sole agreement and supersedes any prior understandings or written or oral agreements between the parties with respect to the subject matter.

14.06. Amendment. No amendment, modification, or alteration of the terms of this Lease is binding unless in writing, dated subsequent to the date of this Lease, and duly executed by the parties.

14.07. Rights and Remedies Cumulative. The rights and remedies provided by this Lease are cumulative, and either party's using any right or remedy will not preclude or waive its right to use any other remedy. These rights and remedies are in addition to any other rights the parties may have by law, statute, ordinance, or otherwise.

14.08. Attorney's Fees and Costs. If, as a result of either party's breaching this Lease, the other party employs an attorney to enforce its rights under this Lease, the prevailing party in such dispute shall pay the other party the reasonable attorney's fees and costs incurred to enforce the Lease.

14.09 Further Acts. In addition to the acts recited in this Lease to be performed by LISD and Lessee, LISD and Lessee agree to perform or cause to be performed during the term of this Lease any and all such further acts as may be reasonably necessary to consummate the transactions contemplated hereby.

14.10 Governing Law and Venue. The validity, construction and performance of this Lease will be governed by and construed in accordance with the laws of the State of Texas without regard to the principles of conflict of laws. Each Party consents and submits to the sole and exclusive jurisdiction to the state and federal courts for the county of Caldwell, Texas for any dispute arising to or related to this Lease.

The undersigned LISD and 4:12 KIDS execute this Lease as of the Effective Date.

[Signature Page to Follow]

**Lockhart Independent School District**

By: \_\_\_\_\_  
Name: Steve Johnson  
Title: President, Board of Trustees  
Date: \_\_\_\_\_

**4:12 KIDS**

By: \_\_\_\_\_  
Name: Charity Kittrell  
Title: President  
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: