

**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, September 28, 2020 – 6:30 PM**

Notice is hereby given that on September 28, 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. Recognition
 - A. Honoring Jackie Edwards, Jr., Calvin Beck, and Jonathan Craft for Eagle Scout Service Projects
 - B. Caldwell County Chief Medical Officer Dr. Charles Laurence and Caldwell County Homeland Security and Emergency Management Interim Chief Hector Rangel in Support of Reopening of Schools and LISD Health and Safety
 - C. Government Finance Officers Association Award
5. Public Comment
6. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.071 (Consultation with Attorney), Texas Government Code Section 551.129 (Consultation with attorney may be handled telephonically); 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) specifically to discuss:
 1. Superintendent's Monthly Performance Evaluation
 2. Superintendent Evaluation Instrument for 2020-2021
 3. Discuss Contemplated Litigation
7. Business: Consent Agenda
 - A. Approve Minutes
 1. August 24, 2020
 2. September 14, 2020
 - B. Approve Capital Area Council of Governments (CAPCOG) General Assembly Representative
 - C. Approve Lockhart ISD and Austin Community College 2020-2021 (FY2020) Early College Start Memorandum of Understanding
 - D. Approve 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
 - E. Approve Amended Order Calling General Election to be held November 3, 2020 for District #1, #2, #3 and #4 Positions
 - F. Approve Resolution Regarding Board Review of Board Policy CDA (local) - OTHER REVENUES - INVESTMENT

- G. Approve Amended 2020-2021 Substitute Pay Schedule
- H. Approve Interagency Agreement Between Community Action Inc. of Central Texas and Lockhart ISD, 2020-2021
- I. Approve SSC Contract Amendment
- J. Approve Purchase in Excess of \$50,000 for Istation Renewal and Professional Development Plan
- K. Approve Purchase in Excess of \$50,000 for Renaissance Learning
- L. Approve Budget Amendments
- M. Approve Purchase in Excess of \$50,000 for Special Education Student Placement in Residential Facility
- N. Approve Purchase in Excess of \$50,000 for the STAR Autism Program
- O. Review Tax Collection Report
- P. Review Cash Investments Report
- 8. COMMUNICATION
 - A. Progress Monitoring Data on District Achievement Targets
 - B. Back to School Update
 - C. Review Registered Nurse RFQ
 - D. 2020-2021 Budget Update
- 9. COMMUNICATION/ACTION
 - A. Consider and/or Approve Request for Maximum Class Size Waivers
 - B. Consider and/or Approve 2020-2021 LISD District Improvement Plan and Campus Improvement Plans
 - C. Consider and/or Approve Memorandum of Understanding Between the City of Lockhart and Lockhart ISD for the 2020-2021 School Year for School Resource Officers
- 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, September 25, 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.



Superintendent

Minutes of Regular Meeting

The Board of Trustees

Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, August 24, 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. Pledge of Allegiance

3. Invocation was given by Trustee Guyton

4. Public Comment

None.

5. Recognitions:

None.

6. CLOSED SESSION:

A. Adjourned to Closed Session: 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)

1. Superintendent's Contract

The Board of Trustees on Monday, August 24, 2020 convened at 6:32 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed session at 7:20 PM on Monday, August 24, 2020. No votes, decisions, or actions were taken while in closed session.

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 Contract 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

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

8. COMMUNICATION:

A. First Day of School/COVID-19 Update

Superintendent Mark Estrada, Assistant Superintendent Dr. Camarillo and Assistant Superintendent Adam Galvan gave an update on the first day of school operations. No action was taken.

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

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

C. 2020-2021 LISD District Improvement Plan and Campus Improvement Plans

The Deputy Superintendent, Kim Brents, presented information on this year's District Improvement and Campus Improvement Plans. No action was taken.

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

The Deputy Superintendent, Kim Brents, presented information on Local Policy Update 115. No action was taken.

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

Tina Knudsen, Chief Financial Officer, provided information on the Resolution regrading Board Policy CDA (local). No action was taken.

9. COMMUNICATION/ACTION:

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

Trustee Guyton made the motion that the Board approve the total property tax rate be adopted in the amount of \$1.1671 per \$100/property value, which is effectively a 3.097 percent increase in the tax rate and Trustee Guyton further moved that the Board approve the Resolution adopting the Maintenance and Operations tax rate, Interest and Sinking tax rate and total tax rate as described in the Resolution. Trustee Burnett seconded the motion. The motion carried, 6-0.

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

Trustee Wright made the motion that the Board approve the RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS DURING EMERGENCY SCHOOL CLOSINGS as presented. Trustee Lockhart seconded the motion. The motion carried, 6-0.

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

Trustee Guyton made the motion that the Board approve the 7th grade reading instrument requirement. Trustee Burnett seconded the motion. The motion carried, 6-0.

D. Consider and/or Approve Asynchronous Plan

Trustee Guyton made the motion that the Board approve the Asynchronous Plan. Trustee Cisneros seconded the motion. The motion carried, 6-0.

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

Trustee Guyton made the motion that the Board approve the purchase of books in excess of \$50,000 for the Elementary Literacy Library. Trustee Lockhart seconded the motion. The motion carried, 6-0.

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

Trustee Lockhart made the motion that the Board approve Remote Learning for weeks 4-8 of Fall 2020 for Lockhart Junior High School. Trustee Cisneros seconded the motion. The motion carried, 6-0.

G. Consider and/or Approve Lease of Community Education Building to 4:12 Kids

Trustee Cisneros made the motion that the Board approve the lease of the 520 Pecos Building to 4:12 Kids. Trustee Guyton seconded the motion. The motion carried, 6-0.

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

Trustee Wright made the motion that the Board of Trustee's approve the terms of the Superintendent's contract, as discussed in the closed session, and authorize the Board President to execute the contract on behalf of the District. Trustee Cisneros seconded the motion. The motion carried, 6-0.

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

11. BENEDICTION was given by Trustee Burnett

12. ADJOURNMENT was at 8:49 p.m. by Board President Steve Johnson.

Steve Johnson, Board President

Tom Guyton, Board Secretary

Minutes of Special Meeting

The Board of Trustees Lockhart Independent School District

A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, September 14, 2020, beginning at 6:30 PM in the M.L. Cisneros Education SupportCenter 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 Michael Wright, Warren Burnett, Carl Cisneros, Becky Lockhart, and Tom Guyton.
2. Public Comment

None.

3. COMMUNICATION
4. Governance Team (Board and Superintendent) Team Building

The Board and Superintendent engaged in the Team Building session with Phil Gore, Division Director, TASB Leadership Team services.

The Board took a break from 7:32pm to 7:41pm.

5. ADJOURNMENT was at 8:38 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

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:



APPOINTMENT FORM - GENERAL ASSEMBLY REPRESENTATIVE CAPITAL AREA COUNCIL OF GOVERNMENTS

The governing bodies of CAPCOG's members designate General Assembly representatives.

Counties: Official appointments are made at Commissioners Court.
Cities, Towns, Villages: Official appointments are made at City Council meetings.
Organizations: Official appointments are made by the Board or other governing body.

PLEASE COMPLETE THE FOLLOWING SECTION

Governing Body:

_____ County Commissioners Court (e.g., Travis County Commissioners Court)

-OR-

_____ City Council (e.g., Austin City Council)

-OR-

_____ Other (Board or other governing body)

City, County, or Organization being represented

Name of Representative

Position

Address

City, Zip Code

Telephone Number

Fax Number

Email address (General Assembly Reps. will be subscribed to CAPCOG Connections, Training Alerts, & other e-newsletters.)

Check One:

_____ Reappointment

_____ Filling Vacancy

_____ Changing Representative

Name of Previous Representative

I confirm our governing body appointed the above individual to serve as a CAPCOG General Assembly

Representative for the above entity on _____.

Date of Meeting

Signature of Chief Elected Official/Chair of Governing Board

Date

Please fax this form to 512-916-6001 or email it to dbrea@capcog.org. For questions about completing this form, call Deborah Brea at 512-916-6018.

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.
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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



**PARTNERSHIP AGREEMENT
BETWEEN
AUSTIN COMMUNITY COLLEGE
AND
LOCKHART INDEPENDENT SCHOOL DISTRICT
FOR
DUAL CREDIT EDUCATIONAL PARTNERSHIPS
September 1, 2020 – August 31, 2021**

PURPOSE

The institutions named above (hereinafter “College or “ACC” and “ISD”) enter into the following partnership¹ agreement for the implementation of dual credit programs which are designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements.

The purpose of this Agreement to outline the roles and responsibilities of ACC and ISD for participation in the dual credit programs. This Agreement encompasses all dual credit programs, including Early College High School (ECHS), and the Career Academies program as required by the Texas Higher Education Coordinating Board (THECB).

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ACC and ISD agree as follows:

¹ The term ‘partnership’ as used in this Agreement refers to the dual credit partnerships as described in Title 19, Part 1, Chapter 4, of the Texas Administrative Code and ACC’s Board Policy GH (LEGAL). The Texas Administrative Code (19 TAC), Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-Year Colleges* establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student’s high school curriculum requirements and college-level credit. 19 TAC § 9.143 requires dual credit programs to comply with the rules set forth in 19 TAC, Chapter 4, Subchapter D, Rule§4.84 for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students.

TERMS AND CONDITIONS

1. **Entire Agreement**

This Agreement, including the Appendices, which are attached hereto and incorporated herein, constitute the entire agreement of the Parties regarding the subject matter herein described.

- Appendix A: Dual Credit Faculty
- Appendix B: Dual Credit

2. **Program Definitions**

The program partnerships covered under this Agreement include:

Appendix B: Dual Credit Program

A dual credit program agreement between ACC and the ISD to offer courses that grant credit toward the student's high school curriculum requirements and also award college credit which will lead to a college certificate or degree.

3. **Compliance and Policies**

a. **Services for Students with Disabilities**

In order for students with disabilities to receive accommodations from ACC, students with disabilities who require accommodations must self-disclose to ACC's Student Accessibility Services (SAS) and provide current (within three years of enrollment at ACC) documentation of a disability. Documentation of a disability consists of a statement or evaluation from a recognized medical professional, or the student's current §504 plan or records maintained by the ISD relating to eligibility for special education accommodations that exceed those applicable to ACC, if any, shall be the responsibility of ISD. Building and information technology access will be the responsibility of whichever Party is the owner/provider of that infrastructure, including access to web-based curriculum materials.

b. **Student Expectations, Rights and Responsibilities**

Students in dual credit classes are considered to be College students and are subject to all College policies and procedures. Dual credit students must comply with standards of conduct required of all ACC students, and have the same rights and responsibilities in all matters related to the dual credit programs. Dual credit students must also follow the ISD Student Code of Conduct.

Unless a conflict arises between the obligations of ISD and ACC under their respective policies and procedures, the ISD and ACC staff and administrators will work together collaboratively to determine the appropriate party to initiate an investigation or resolution process in response to the alleged conduct violation(s). In the event a conflict arises, refer to Section 4 on Conflict Resolution.

Neither party is prohibited from utilizing its own complaint resolution process, separate and apart from the other party's process, but both parties shall cooperate with each other to provide the necessary information and access to students and employees necessary to fulfill each party's obligations under its own specific policies and procedures.

The ISD and ACC agree to inform the other as soon as reasonably possible (within at least two business days) if a dual credit student is subject to disciplinary action that may affect his or her enrollment status as a dual credit student.

Regardless of the location of the conduct, if the ISD's Code of Conduct and disciplinary processes could result in removal from the regular education program due to a suspension, placement in an disciplinary alternative education program, or expulsion/removal to a Juvenile Justice Alternative Education Program, the ISD shall notify ACC prior to the finalization of any disciplinary action in response to the alleged student behavior so that ACC may determine if there are any potential consequences under applicable College policies or procedures that could result in removal from enrollment in a dual credit class.

In addition, as per the ACC Student Standards of Conduct, ACC has the right to immediately remove any student from its premises via the interim suspension process, upon a determination by the administrator in charge that the student poses an immediate threat to the safety of ACC's enrolled students, clients, faculty, staff, and patrons or to the orderly functioning of the ACC.

c. Prohibition of Discrimination and Harassment

ACC has in place policies and procedures to receive, investigate, and resolve student and employee complaints alleging civil rights violations, including claims under Title VI and Title IX. The ISD and ACC shall each comply with its own policies and any applicable state and federal law that prohibit discrimination and harassment on the basis of a student or employee's disability, race, color, national origin, religion, or sex. Each party shall adhere to its obligations under relevant policy and law without regard to the other party's obligations.

The ISD agrees to report to the College's District Title IX/ADA/Title VI Coordinator, within 2 business days, any allegation of discrimination or harassment involving a College employee or dual credit student, regardless of where the alleged conduct occurred. The College has designated the following individual as its District Title IX/ADA/Title VI Coordinator:

Title VI, IX and ADA Coordinator
512-223-7964
compliance@austincc.edu

4. Conflict Resolution

The Parties agree to a mutual understanding to resolve issues that may arise in the course of this partnership. In the event a conflict or disagreement should arise in the interpretation or implementation of the obligations, terms, and responsibilities of the Parties to this agreement, each Party shall designate administrative liaisons for purposes of resolving concerns at both the campus (liaison must be Principal or other designated campus administrator) and central administrative levels. In order to be collaborative, ACC must be able to communicate with administrators on campuses in which dual credit students/programs are present. If resolution is not found through those levels, a request may be made that the matter be handled through the Party's respective legal counsel.

5. Term and Termination

Except as otherwise specified in the individual program agreements in the appendices, the period of this Agreement shall be in effect from September 1, 2020 to August 31, 2021 unless renewed or earlier terminated. This Agreement shall be reviewed by the parties annually at least ninety (90) calendar days before the expiration of the term and any subsequent renewal terms, and this Agreement may be renewed upon approval of the College and the ISD.

Either Party may terminate this Agreement with or without cause upon written notice to the other Party sixty (60) calendar days prior to the date of termination. In the event there are less than 60 calendar days remaining in the semester, unless otherwise agreed by the parties, the date of termination shall be the last day of the current semester or year of the current term so that students enrolled in a dual credit program may complete the session in which the termination becomes effective.

6. General Obligations of the Parties

In furtherance of the objectives of this Agreement, the Parties agree to the following obligations²:

- a. ACC and ISD are equal parties to this Agreement, and the intent is to allow flexible and creative responses to the organizational, mission, and fiscal needs of both institutions.
- b. ISD campus-level administrators should be familiar with the obligations and responsibilities provided in this Agreement.
- c. ISD will require campus counselors and administrators to attend ACC's training that corresponds to the dual credit program applicable to this Agreement. Any administrative liaisons designated by the ISD in accordance with Section 4 above, shall also be required to attend this training.
- d. Collaboration in planning, implementation, and continuous improvement of programs necessary to successfully fulfill each party's obligations under this Agreement, including

² The Parties must also adhere to the specific obligations outlined in the applicable programs incorporated into this Agreement in the Appendices.

but not limited to the provision of faculty, staff, and administration; curriculum development; training; and student services.

- e. Provision of classes/courses in support of the programs applicable to this partnership for which students might qualify.
- f. Financial collaboration that addresses the costs of both Parties and assists each Party in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the programs successfully and at a cost-neutral basis for both parties.
- g. Collaboration in designating appropriate facilities and location for each program.
- h. Collaboration in the design and execution of challenging and innovative instructional programs.
- i. Compliance with all applicable guidelines, standards and requirements in the offering of the programs, including but not limited to regulations promulgated by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools Commission of Colleges and Schools (SACS COC), and the Texas Education Agency (TEA). If THECB adopts new guidelines for any of the programs during the term of this Agreement, the new guidelines shall prevail.
- j. Recruitment of eligible students.
- k. Evaluation of the program(s) and sharing of student data in order to track and evaluate student and program successes.
- l. Selection of students that reflects the diversity of the ISD campus.

7. Recognition of Higher Education Partner. Promotion. Marketing & Advertising

When reporting and publicizing high school students' completion of dual credit courses, degrees or certificates, ISD will recognize Austin Community College as their Higher Education partner awarding college credit. All parties agree to provide advance, timely notice of press releases, press conferences, or any promotion of the program to the public to ensure all parties approve of messaging and have the opportunity to participate. ISD agrees not to use ACC's name, logo, or likeness in any press release, marketing materials, or other public announcement without receiving prior written approval from the ACC Vice President, Communications and Marketing, or designee.

8. Statewide Goals: HB 1638

House Bill 1638, TEC, Section 28.009 (b-1) and (b-2), requires Texas Higher Education Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs to provide guidance for institutions of higher education (IHEs) and independent school districts (ISDs). The following are the specific program goals aligned with the statewide goals for the programs covered under this Agreement:

- a. Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and

parents of the benefits and costs of dual credit, including enrollment and fee policies.

- i. ACC will host and ISD will participate in an annual high school summit for counselors, principals and other college-going influencers.
 - ii. ISD will promote to students and families college open house programs at ACC.
 - iii. ACC will attend and present at academic programs hosted by high schools to prepare students for dual credit and college entry.
 - iv. Subject to Section 7 above, ACC and ISD will develop marketing material to provide information to students and families regarding endorsement pathway and dual credit programs.
- b.** Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.
- i. ACC and ISD will share disaggregated data (See Sections 13, 14, and 15 below) related to postsecondary enrollment after high school.
 - ii. ACC and ISD will share data related to workforce employment after high school.
 - iii. ACC and ISD will share data on persistence (after first year) and degree completion.
- c.** Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.
- i. ACC and ISD will develop joint shared advising and student support systems to ensure successful course completions.
 - ii. ACC will provide the student dual credit orientation to new students. As needed, ACC and ISD will update the new student dual credit orientation.
- d.** Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.
- i. ACC will develop and disseminate to ISD a report on student enrollment in subsequent coursework annually and in accordance with Sections 13, 14, and 15 below.
 - ii. ACC will develop a required training for faculty teaching in dual credit programs.

9. Understanding of the Parties

- a.** Nothing in this Agreement is to be construed as transferring responsibility from one party to the other.
- b.** Without limitation of any provision set forth in the Agreement, the Parties expressly agree to abide by all applicable federal and state equal employment opportunity statutes, rules, and regulations.

- c. Subject to the applicable laws and to the regulations of the respective organizations, information, data and reports of cooperative activities carried out under this Agreement may be released by any of the Parties with the consent of the other party, subject to the Data-Sharing and Privacy provisions, infra, FERPA, and any other applicable state or federal privacy law that governs student privacy rights, or as otherwise may be required by conditions and circumstances in connection with the program or as required by law.
- d. Both parties understand the safety and security risks inherent with minors and agree that certain risks may be unforeseeable. Further, the parties agree that the public safety departments from both ACC and ISD will collaborate to develop and/or review safety and security standards and/or guidelines, including emergency response, within thirty (30) days of both parties executing the Agreement.
- e. In accordance with the Family Educational Rights and Privacy Act (FERPA), ACC and ISD will protect ISD students' privacy and guard against the unauthorized release of identifying student information and records, and comply with all applicable requirements of FERPA.

10. Indemnification

To the extent permitted by the Constitution and the laws of the State of Texas, ISD agrees to indemnify, release, and hold ACC and ACC's Trustees, officers, agents, and employees harmless from any and all claims, demands, causes of action, and liabilities (each as used herein shall be referred to as "claim") of any type or nature whatsoever (including costs and reasonable legal and expert fees) for damage to, loss of, or destruction of any tangible property or bodily injury or death to any person, arising from, in connection with, or any way incident to this agreement, to the extent finally determined to have been caused by ISD and its personnel in performance of the services.

11. Criminal History Background Check and Fingerprinting Requirements

Pursuant to Texas Education Code Section 22.0834, ACC shall ensure that ACC faculty assigned to dual credit sections offered on the high school campus complete a criminal background check and fingerprinting. ACC will initiate the fingerprinting process and provide ISD with a list of names of faculty and their date of birth. Any additional information required by the ISD may be requested in accordance with Section 13: Data Sharing & Privacy.

The ISD is responsible for notifying ACC of any additional requirements that may be necessary in order to comply with the ISD's Board policies with regard to criminal history requirements for employees of entities the ISD contracts with.

12. Clery Act Obligations

If ACC is using space on an ISD campus or facility in manner that gives ACC control over the space, including the assignment of an ACC employee as an administrator, ISD's law enforcement agency will respond in a timely manner to any requests made by ACC for statistical information

of crimes that have been reported at that location so that ACC may fulfill its obligations under the Clery Act (20 U.S.C. § 1092(f)) and its regulations.

13. Data Sharing & Privacy

ACC and ISD will provide aggregated and disaggregated data for the purposes of student success in all courses taken via ACC high school programs.

The ISD will provide the following student information for each student enrolled in dual credit programs:

- student name (First, Middle, Last)
- ISD identification number
- date of birth
- grade level
- projected graduation date
- high school endorsement area
- mailing address
- high school email address
- Eligibility for free or reduced lunch
- SAT/ACT/PSAT/TSI/ Aspire test scores and AP Exam Scores
- End of Course (EOC) exam scores
- High school credits attempted and pass rates
- High school Grade Point Average (GPA)
- Students' TSI readiness by grade level
- Student enrollment and final scores in HB5 College Preparatory courses.
- Names only of students who receive accommodations (not the student's accommodation or disability) for purposes of ACC sending communications reminding students about ACC's Student Accessibility Services (SAS)

The data outlined above will be sent electronically in a template provided by ACC and will be provided in a timely manner as agreed upon by both Parties.

- Upon receipt of student information, ACC may use the student mailing information to send information pertaining to ACC enrollment to the families of participating students.
- ACC may use the student test scores and endorsement areas to determine student enrollment eligibility for specialized ACC programs and to provide students with additional college admissions testing opportunities. The ISD dual credit student information may be used by ACC for student enrollment purposes and outreach.
- ACC will provide the following information to ISD following its initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data); benchmark data from the prior year to show ISD student enrollment at ACC.
- ACC will provide the following annual reports to the ISD superintendent of schools and dual credit principal(s): Fall, Spring, and Summer ACC dual credit enrollments by high

school; Fall, Spring, and Summer; ACC dual credit student success outcomes by high school; and College and High School Relation high school program participation rates by activity.

- ACC will provide, upon written request from an appropriate school district official, information on ACC articulated credit attainment and college major selections by individual students. This information is designed to assist school personnel in educational programming, and is protected under FERPA and may not be published.
- ACC will work with ISD to develop and use an early alert system to identify students at-risk of not completing college coursework to provide effective interventions.
- ACC will provide SAT/ACT/PSAT/ASPIRE/TSI scores.
- ACC and ISD will implement improvement efforts, as needed, based upon mutual review of the following data:
 - Matriculation of high school students in four-year colleges/universities and level of entry;
 - Enrollment/retention rates, leaver codes, and attrition rates, by grade level; and
 - Student participation in activities at ACC.
- Additionally, ISD and ACC will provide each other with faculty qualifications and upon request to the other Party, criminal history background checks and required documents for the hiring process, as well as agree to full information sharing in the event of an investigation of a personnel matter regarding dual credit faculty.

Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD and ACC shall permit only those employees authorized to have access to the data. Both parties agree to store the data in a secure area and to prevent unauthorized access.

Upon request from ISD, ACC may provide mutually agreed-upon reports of student enrollment and course grades to designated ISD officials as allowed by FERPA. ISD will designate a school district and campus official to request such ACC reports.

This section is not exclusive to all instances in which information may be shared between the parties under FERPA. See Section 15 below on FERPA Compliance and Disclosure for additional examples.

14. Confidentiality of Data

Both Parties will maintain the confidentiality of any and all student data shared with it in compliance with Federal Educational Rights and Privacy Act (FERPA) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) and its associated federal regulations. Both Parties agree not to share information with third parties unless authorized to do so by state or federal law.

Data obtained will be used solely for the purposes described in the Agreement. The College and the District will notify designated individuals authorized to access the individual student or

employee data for purposes outlined in the Agreement that they must maintain the confidentiality of all personally identifiable data and confidential information.

The College and ISD will provide a copy of Sections 13, 14, and 15 of this Agreement to any employee who transfers, maintains, accesses, or reviews any confidential data obtained in accordance with the Agreement.

The confidentiality requirements shall survive the termination or expiration of the Agreement.

a. Security Safeguards

To ensure the continued confidentiality and security of the data, the College and District shall each independently employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access. In addition, both Parties shall adhere to the following safeguards when data covered by the Agreement is processed, stored, or transmitted on either Party's information resources:

- i. Procedures and systems that ensure all student records provided by the College and District are kept in secured facilities and access ID such records are exclusively limited to authorized personnel.
- ii. Procedures and systems that shall require the use of secured passwords to access the data.
- iii. Mandatory training for personnel on information security, at least on an annual basis.
- iv. Procedures and systems that ensure all data is maintained in a secure manner that prevents the interception, diversion, or other unauthorized access.
- v. The procedures and systems developed and implemented to access the data shall ensure that any data disclosure to third parties in accordance with applicable state law (i.e. under the Texas Public Information Act or in response to an audit or other lawful reason in accordance with the Texas Education Agency or the Texas Higher Education Coordinating Board's rules and regulations) shall comply with all provision under FERPA and Texas laws governing exceptions to disclosure of confidential student information.

b. Method of Access or Transfer

Individual level student survey and academic data will be transferred between designated ISD officials and designated ACC officials in a manner that maintains the confidentiality and security of individually identifiable records and data. (Typical approaches use secure File Transfer Protocol, secure cloud-based drop box, and encryption of personally identifiable data.)

c. Physical Location of Data

Data will be housed in a secure physical or electronic facility accessible only to individuals authorized to access the data for the purposes stated in this document and the Agreement. Data will be stored in a manner that prevents unauthorized access to personally identifiable data.

(Secured passwords will be used to access data stored electronically. Personally identifiable data that resides for any length of time on laptops, desktop computers, CDs, or other media will be encrypted.)

d. Notification of Security Breach

The College and District both agree that in the event of any breach or compromise of the security, confidentiality, or integrity of shared data where personally identifiable information of a student or employee was, or is reasonably believed to have been acquired and/or accessed by an unauthorized person, the party's information system in which the breach occurs shall notify the other party of the breach within 24 hours and take immediate steps to limit and mitigate the damage, if any, of such security breach to the greatest extent possible. (Tex. Bus. & Com. Code Sections 521.001-152.) Notice shall be provided to the individuals listed in Section 16(B) below.

e. Disposition of Data

The College and ISD will maintain and destroy any data covered under the Agreement in accordance with each Parties respective policies on records retention.

15. FERPA COMPLIANCE & DISCLOSURE OF EDUCATIONAL RECORDS

Students participating in a dual credit program described herein are enrolled in a post-secondary institution and are thus afforded rights under the Family Educational Rights and Privacy Act (FERPA) as post-secondary students. This means a high school student who is enrolled at ACC for purposes of participating in one of these programs, regardless of age, is given the right of privacy in their educational records. The College will not disclose information protected under FERPA, even to a student's parent, unless the dual credit student consents to the release in writing, or the parent provides proof of dependency in accordance with 34 CFR 99.31(a)(8) .

For purposes of this agreement, pursuant to FERPA, the College and ISD designate each other as school officials with legitimate education interests in the educational records of the participating high school students enrolled in the College, to the extent that access to the records is required by either Party to carry out the functions of the program, enforce or comply with discrimination laws, address student safety and discipline, or any matter where a student's participation in a course or program may be affected.

ISD agrees to share disciplinary records that may affect the enrollment of a dual credit student such as suspension, disciplinary alternative education placement, expulsion; or that relate to conduct that is under investigation while the student is enrolled in a dual credit class.

Both the College and ISD will provide notice to students, parents and employees of applicable policies and procedures related to disclosure of educational records to ensure compliance with FERPA.

16. Miscellaneous

A. No Personal Liability

Nothing in this Agreement may be construed as creating any personal liability on the part of any officer, director, employee or agent of ACC or ISD, and the parties expressly agree that the execution of this Agreement does not create any personal liability on the part of any officer, director, employee or agent of ACC or ISD. The parties shall be responsible for their own acts of negligence.

These provisions are solely for the benefit of the parties hereto and not for the benefit of any person or entity not a party to this Agreement. No provisions shall be deemed a waiver of any defenses available by law, including, but not limited to, governmental immunity.

B. Notice

Any notice required to be given under the provisions of this Agreement, shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Austin Community College
Attn: Richard M. Rhodes, Ph.D.
Chancellor
5930 Middle Fiskville Road
Austin, Texas 78752

To: Lockhart Independent School District
Attn: Mark Estrada
Superintendent of Schools
419 Bois D'Arc Street
Lockhart, TX 78644

Any party may designate a different address by giving the other party ten (10) calendar days prior written notice in the manner provided above.

C. No Waiver of Immunity

Neither ACC nor ISD waives or relinquishes any defense or right available to it under the doctrine of governmental immunity by entering into this Agreement.

D. Authorization of Agreement.

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

E. Waiver and Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

F. No Assignment

No assignment of this Agreement or of any duty or obligation or performance hereunder shall be made in whole or in part by either party without the prior written consent of the other party.

G. Governing Law

Parties agree that this Agreement will be construed by the laws of the State of Texas (exclusive of its conflict of laws provision).

H. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

I. Complete Agreement

This Agreement, together with the Appendices referred to herein, contains the full understanding of the Parties with respect to the agreed upon services, obligations, and responsibilities, and supersedes all existing agreements and all other oral, written, or other communications between the Parties concerning the subject matter hereof. This Agreement will not be amended, modified, or supplemented in any way except in writing and signed by duly authorized representative of both parties.

ACC and ISD have executed and delivered this Agreement to be effective as of the Effective Date September 1, 2020.

Mark Estrada, Superintendent of Schools
Lockhart Independent School District

Date



Richard M. Rhodes, Ph.D., Chancellor
Austin Community College District

Aug 26, 2020

Date

Appendix A

Joining the ACC Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC:

ACC will provide a checklist/document (contained below) that ISDs give interested HS faculty members BEFORE they apply to ACC that clearly explains job expectations and responsibilities and prepares faculty for interviews/teaching demonstrations.

The ISDs will provide ACC with a roster of faculty interested in adjunct faculty assignments to teach dual credit courses. The roster should include candidates' unofficial transcripts as well as resumes of work experience.

ACC departments will conduct an initial review to determine whether the HS faculty member meet SACS standards, and if not, explain what specific next steps the faculty applicant could take.

For those HS faculty found to be SACS qualified, they would complete an official ACC application as an adjunct faculty member.

Within 60 days of application submission, the appropriate department will schedule an interview and teaching demonstration for the applicant and notify them of acceptance or non-acceptance. If the latter decision is made, an explanation will be offered with suggestions for next steps.

Once accepted for hire, the HS faculty member will complete a half day training made up of two sections: (1) a general introduction to community colleges and specifically to ACC, and (2) an orientation and introduction to the specific requirements of the academic department in which the HS faculty member would teach.

HS faculty who teach dual credit courses for ACC will be compensated with a \$500 stipend per course when taught as a part of their school district teaching load.

Interviewing

Each department determines its own interview format. Some will use a committee, some will interview one-on-one. Many will require a teaching demonstration. It would be prudent to learn about the departmental expectations for preferred teaching style before scheduling your interview. You may be able to schedule an observation of a current ACC faculty member's class; contact department chair if you are interested.

During the interview, be prepared to discuss:

- your perceptions of the differences between high school and college course instruction/expectations
- the best book you've read in your field in the last 6 months
- how you would handle being contacted by a parent about student work
- see additional possible questions on the HR website:

- o interview evaluation form: <https://docs.google.com/viewer?a=v&pid=sites&srcid=YXVzdGluY2MuZWR1fGFjYy1mb3Jtcy1pb nZlbnRvcnI8Z3g6NWFjOTY3NTNIOWYyNGM3Mg>
- o possible interview questions (from full-time documentation): <http://www.austincc.edu/hr/hireguide/ftfaculty/sampleqs.html>

Checklist for Prospective Dual Credit Instructors

High school faculty who are interested in teaching dual credit courses on their high school campus for Austin Community College need to be aware of expectations from both their high school and the community college. This checklist will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. Where there are differences between the requirements listed below, an asterisk indicates which rules apply when dual credit courses are being taught. In some cases, the college rules will apply, in some cases, faculty will have to adhere to both the college and high school requirements.

Basic Qualifications:

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) is the accrediting body for Austin Community College. Every prospective dual credit instructor at ACC must meet these minimum requirements. The requirements are below, and more detailed credentialing requirements by course can be found at: <http://www.austincc.edu/employment-at-acc/full-time-and-adjunct-faculty-position-information/minimum-credential-qualification-requirements>

| To teach: | Faculty must have: |
|--|--|
| Academic courses toward AA or AS degrees | Master's degree in teaching discipline or Master's plus 18 graduate hours in teaching discipline |
| Workforce courses toward AAS degree | Bachelor's degree or higher in the discipline or Associate's degree in the discipline plus three years documented work experience in the field |
| Courses toward certificate only | High school diploma plus three years of documented work experience in the field plus proof of specialized training in the field, e.g., license, certificate, non-credit coursework in the discipline |
| Developmental courses | Bachelor's degree in the discipline or a related discipline plus either one year of high school teaching experience in the discipline or one graduate course in teaching under-prepared students |
| EDUC 1300: Effective Learning | Master's Degree in Psychology, Educational Psychology, or Education or Master's Degree <u>plus</u> 20 hours of ACC training for teaching the student success course |

Mission and Values

Community Colleges – General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges: <https://www.aacc.nche.edu/>

Austin Community College – Mission and Values

Austin Community College has a clear focus on student success. Our goal is to provide central Texans with high-quality educational opportunities that prepare students for transfer or employment and increase equity for all. You can learn more about our mission, values, and goals here: <http://www.austincc.edu/board-of-trustees/board-policies>

Accreditation and Governing Bodies

ACC's policies are guided by the work of several groups. To help you understand some of the abbreviations in the checklist below, you may be interested in learning more about these groups.

ACC's accrediting body is SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). ACC must adhere to the requirements set forth by this agency. You can learn more about SACSCOC, including its mission and values here: <http://www.sacscoc.org/>

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: <http://www.thecb.state.tx.us/>

ACC has a service area designated by the State Legislature consisting of most of six counties in Central Texas and 26 public school districts. Within the service area, ACC has a taxing district that is comprised of Austin, Round Rock, Leander, Hays, Elgin, Del Valle and Manor school districts as well as the parts of other districts that are in the City of Austin. Residents vote themselves into the taxing district. As tax-paying residents, students who attend ACC pay lower tuition and fees than residents from out-of-district areas. Tuition and fee rates, as all ACC policies, are approved by the elected ACC Board of Trustees.

Coursework Expectations

Course Content

| High School | College* |
|--|--|
| <p>Content is determined by the TEKS (Texas Essential Knowledge and Skills).</p> | <p>Content is guided by THECB and the ACC department guidelines.</p> <p>Focus is on meeting learning outcomes through content that is chosen by the faculty member and approved by the department. The faculty member has high levels of control of the specific content that is covered.</p> <p>ACC supports the idea that across every level of education, expectations for student learning should increase. As such, courses taught at the College level should require students to meet even higher standards than those same courses taught in high school. See comparative expectations for various educational levels from the Degree Qualifications Profile (DQP) here: http://www.degreeprofile.org/press_four/wp-content/uploads/2014/09/DQP-grid-download.pdf</p> |

Academic Freedom

| High School | College* |
|--|--|
| <p>Standards and expectations are guided by the TEKS. Faculty must meet all standards.</p> <p>Freedom is in how you teach content.</p> | <p>Standards are part of accreditation, but so is a high degree of academic freedom.</p> <p>There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.</p> |

Grading Policies

| High School | College* |
|--|--|
| <p>Determined by campus and/or ISD policies.</p> <p>Policies may require reteach and retest.</p> <p>Consequences for attendance are determined by State law and district policies.</p> | <p>Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.</p> <p>Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.</p> <p>Consequences for attendance and adherence to course deadlines are determined by the instructor.</p> |

Learning Outcomes and Competencies

| High School | College* |
|--|---|
| <p>Must meet TEKS guidelines.</p> <p>Additional outcomes can be required by campus and/or district.</p> <p>See details here: http://tea.texas.gov/curriculum/teks/</p> | <p>Must meet SACSCOC guidelines, THECB core curriculum requirements, ACC general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes).</p> <p>See more information here: http://www.austincc.edu/offices/academic-outcomes-assessment/general-education-and-core-curriculum/assessments</p> <p>http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm</p> <p>Assessment of student achievement of learning outcomes at ACC is done through the framework of the Discipline Assessment Cycle (DAC). Every department develops its own assessment plan, which is communicated to faculty teaching courses in that discipline. Additional general information about the DAC can be found at: http://www.austincc.edu/offices/academic-outcomes-assessment/discipline-assessment-cycle</p> |

Regulations of Privacy

| High School | College* |
|---|---|
| <p>Follow FERPA - parents and guardians have access to student information.</p> | <p>Follow FERPA - only student has access to information, regardless of their age. Students may choose to fill out paperwork to allow parents to have access.</p> <p>See further information here: http://www.austincc.edu/ferpa</p> |

Disability Services

| High School | College* |
|---|---|
| <p>Follow ARD paperwork or 504 plan. All accommodations and modifications must be provided.</p> | <p>In the college setting, course and curriculum modifications are not required for students with disabilities. However, <u>accommodations</u> will be approved by college Student Accessibility Services (SAS) office on a course by course, case by case basis. Approved accommodations must be implemented by faculty.</p> <p>Students must provide a Notice of Approved</p> |

| | |
|--|---|
| | <p>Accommodations signed by an SAS Coordinator to faculty <u>before</u> any accommodations can be provided. <u>Accommodations may not be provided before faculty receive a Notice of Approved Accommodations.</u> The provision of accommodations is not retroactive.</p> <p>Learn more here: http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology</p> |
|--|---|

Classroom Details

Syllabus

| High School | College* |
|--|--|
| Syllabus requirements are guided by district and/or campus procedures. Students may or may not be given a syllabus for each class. | <p>All faculty are required to provide a syllabus on the first day of class, and to post the syllabus online (see details about online submission below under Administrative Requirements / Other Requirements - lighthouse).</p> <p>There are specific requirements for syllabus content guided by departments.</p> <p>Master syllabi for courses are available online: http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabi-repository</p> |

Contact Hour Requirements

| High School | College* |
|-------------------|--|
| None for faculty. | SACSCOC and THECB have strict requirements for instructional time per course. Courses are scheduled to fulfil these requirements, so ACC does not allow faculty to end class early, or cancel class. |

Calendar

| High School | College* |
|---|---|
| Calendar is more flexible to account for student schedules and school activities. | <p>Due to contact hour requirements, there is very little flexibility in the calendar.</p> <p>You may need to work with your ISD to adjust class meeting days to maintain required contact hours as necessary.</p> <p>The ACC calendar, including withdrawal deadlines and other important dates can be found here: http://www.austincc.edu/calendars/important-dates-and-deadlines</p> |

Administrative Requirements

Evaluation Process

| High School | College* |
|---|---|
| School district evaluation policies will be followed. | <p>Evaluated by Department. Faculty must complete portfolios each year, and input forms each semester (FIF). Each department will share their process with faculty.</p> <p>Student evaluations must be completed every semester.</p> <p>See evaluation details here: http://www.austincc.edu/hr/eval/faculty.php</p> |

Attendance Certification

| High School | College* |
|--|--|
| Daily attendance is required and must be posted for all courses. | <p>Faculty are not required to take daily attendance, however course attendance certification is required by census date. See details here: http://www.austincc.edu/facstaff/attendance-certification-questions-and-answers</p> |

Grade Submission

| High School | College* |
|---|--|
| Guided by district policy in HS only classes. | <p>Grades are submitted online (http://www.austincc.edu/online-services) and deadlines are specified each semester by the academic calendar.</p> |

Required Training

| High School* | College* |
|--|---|
| Many required trainings, guided by district and/or campus. | <p>ADA and Sexual Harassment annually.</p> <p>Dual Credit Adjunct Training inclusive of Departmental Training as required (four hours in total); all new faculty must be assigned a mentor.</p> |

Professional Development

| High School* | College* |
|--------------------------------|--|
| District and SBEC rules apply. | ACC requires 12 clock hours for Full-Time faculty and 4 clock hours for Adjunct faculty each fiscal year. Selections must be approved by your department chair. |

Departmental Meetings

| High School* | College* |
|---|--|
| Mandatory as determined by campus procedures. | Departments determine meeting frequency. New high school adjuncts are expected to attend at least one generally at the beginning of the Fall or Spring semester. |

Other Requirements

| High School | College* |
|---------------------|---|
| Varies by District. | Syllabus, Curriculum Vita (Resume), and office hours must be posted on lighthouse. (http://www5.austincc.edu/lighthouse/) ACCmail (email) is the primary form of communication between the college and faculty members as well as between students and faculty members. All faculty are expected to access their ACCmail regularly. (http://www.austincc.edu/accmail) |

How ACC will support you in your teaching

ACCeID

All online resources at ACC are accessed through a secure system. You will need a login and password known as the ACCeID. (<http://www.austincc.edu/acceid>)

Online Learning Management System

| High School | College* |
|---------------------------------------|--|
| Determined by campus and or district. | Blackboard is the LMS. Training is available online through Instructional Resources and Technology: (http://irt.austincc.edu/blackboard/) |

Contact person

| High School* | College* |
|--|--|
| High school liaison varies across each campus (i.e. Counselor, Administrator, Coordinator) | <p>High School Programs liaison.</p> <p>Jason Sanchez (jsanche1@austincc.edu) – Interim Director, High School Programs Enrollment and Partnerships</p> <p>Dr. Melissa Biegert (melissa.biegert@austincc.edu) – Director, High School Programs Advising and Completion</p> <p>Mison Zuniga (mzuniga@austincc.edu) – Interim Associate Vice President, College and High School Relations</p> |

Support for Students and Faculty

ACC provides many services to support students. Faculty should be aware of these, to ensure that students are given the assistance they need. Learn more about ACC support services here:

<http://www.austincc.edu/support-and-services>

Students and faculty can both benefit from ACC Library Services. Learn more about resources here:

<http://library.austincc.edu/>

ACC also has employee associations to support faculty. If you are selected as an adjunct, you may wish to consider taking an active role in the Adjunct Faculty Association: <http://sites.austincc.edu/afa/>

The Texas Community College Teachers Association is an organization devoted to all community college teachers. Here, you can learn about teacher’s issues and get legal support. <http://www.tccta.org/>

Additional Resources

This checklist is just the beginning. There is more to learn about becoming a part of the ACC faculty. We encourage you to explore more by reviewing the ACC Faculty Handbook here:

<http://www.austincc.edu/offices/human-resources/faculty-handbook>

You will also find helpful information on the ACC website for Faculty and Staff:

<http://www.austincc.edu/facstaff2>

Appendix B

Dual Credit Program Agreement

Purpose

ACC and ISD enter into the following program agreement to provide Dual Credit for ISD students. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84 and ACC Board Policy GH (LEGAL):

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; **or** (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses. Approved courses for the dual credit program are included at the end of this appendix.

GENERAL PROVISIONS FOR DUAL CREDIT

DEFINITIONS

- 1) Dual credit is defined as enrollment of a high school student in a college to receive simultaneous academic credit for the course from both the college and the high school. This Agreement hereby incorporates by reference all dual credit requirements defined in the Texas Administrative Code ("TAC") and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges, as such may be amended during its term.

ELIGIBLE COURSES

- 1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM) and foreign language courses.
- 2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

- 1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
- 2) Dual credit students must have successfully completed eighth grade.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. Courses taught at the high school may only be composed of dual credit students only. Courses taught on the college campus may be composed of dual and regular college credit students.

As part of this program agreement, ISD will assign ACC faculty to a classroom to carry out the functions of the dual credit program for courses located on ISD campus. ISD retains control of all classroom space under this agreement. In order to ensure the program is equipped for college-level instruction, ISD will provide the following:

- Adequate board space.
- Computer/Laptop equipment with projection.
- Upon advanced written request from ACC faculty for multimedia equipment, ISD will provide notice of availability of such equipment and provide it if it is available.
- Internet access that lifts ISD's firewall restrictions during delivery of instruction of dual credit courses to ensure comparable delivery of instruction and access to course materials, as found in college-level courses.
- A classroom that is available and ready within allotted instructional class time(s).
- Designated parking location for teaching faculty.

ISD will designate an official contact that will facilitate classroom instructional program needs listed above. ISD will notify ACC High School Programs Office of the name and contact information of the designated liaison.

In addition to Section 9(d) in the Agreement, ISD agrees to provide ACC copies of all documents concerning any applicable rules, regulations, policies and procedures of ISD related to security or restriction, which would be applicable to ACC faculty while present on ISD campus.

TRANSPORTATION

The College assumes no obligation or responsibility for the transportation of students to or from ACC campuses for the dual credit course provided in this agreement.

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning.

FACULTY SELECTION, SUPERVISION, AND EVALUATION

- 1) All instructors must meet the minimum faculty requirements as specified by ACC in accord with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
- 2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit, regardless of the location of the course.
- 3) High school instructors applying to teach dual credit courses should complete the steps specified in the “Joining the ACC Faculty”. See Appendix A.
- 4) High School instructors who teach dual credit courses on a high school campus as a part of the ISD teaching load will be paid a stipend by ACC \$500 per course section.
- 5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements and attend required faculty training including dual credit faculty training
- 6) Official college transcripts of instructors must be kept on file at the College.
- 7) All availability of courses structured under Dual Credit are contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus to continue with a sequence.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- 1) The curriculum for any course offered by ACC for dual credit shall be the regular college curriculum.
- 2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- 3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus or high school campus.
- 4) To the extent possible, ACC will ensure use of the same textbook for the same course taught within a two-year cycle starting Fall 2017.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Regular academic policies applicable to courses taught at one of the college's campuses also apply to dual credit courses taught at a High School or ACC campus. Students in dual credit courses are eligible to utilize the same or comparable College support services as all other College students.

TRANSCRIPTING OF CREDIT

High School and College credits will be transcribed immediately upon a student's completion of course(s) each semester.

ISD will provide ACC with final transcripts for dual credit students that plan to attend ACC post high school graduation.

FUNDING

The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education (TEC 42.005(g)) and the Board (TEC 61.059(p) and (q)). The College may claim funding for all students getting college credit in core curriculum, foreign language, or career and technical education courses.

TUITION AND FEES WAIVER

Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a \$150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility.

The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of the current ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree and foreign language courses. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

Course withdrawals and dropped courses will be counted against the 12-course waiver limit after the second class day of each session. The student will be charged full tuition and fees based on residency for courses taken above the 12-course waiver limit and non-eligible courses.

The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

Austin Community College MOU High School Credit Conversion

| District | College Course | College Course Number | High School Course Name |
|-----------------|----------------------------|------------------------------|-------------------------------------|
| Lockhart | English Composition 1 & 2 | ENGL 1301 & ENGL 1302 | English III |
| Lockhart | English Composition 1 & 2 | ENGL 1301 & ENGL 1302 | English IV (first time dual credit) |
| Lockhart | British Literature | ENGL 2322 & ENGL 2323 | English IV |
| Lockhart | Introduction to Psychology | PSYC 2301 | Psychology |
| Lockhart | Introduction to Sociology | SOCI 1301 | Sociology |
| Lockhart | US Government | GOVT 2305 | US Government |
| Lockhart | Texas Government | GOVT 2306 | College Credit only |
| Lockhart | Macroeconomics | ECON 2302 | Economics |
| Lockhart | US History 1 & 2 | HIST 1301 & HIST 1302 | US HISTORY |

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:



(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.

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.

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.

| | | |
|-----------------|--|--|
| Contact: | School Districts and Education Service Centers | Community Colleges |
| | policy.service@tasb.org | colleges@tasb.org |
| | 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.~~

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.

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.~~

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.

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.]

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.

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](#)ⁱ;
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]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

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.

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 direct or indirect 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, or gender-based harassment, or dating violence , 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. |
| Alternative Reporting Procedures | <p>An individualA student 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> |
| Timely Reporting | <p>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 immediately report may impair the District's ability to investigate and address the prohibited conduct.</p> |
| Notice to Parents | <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> |
| Investigation of Reports Other Than Title IX the Report | <p>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, 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 refiled 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.

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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.

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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.

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Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

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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.

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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

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:

AW1-5

Prescribed by Secretary of State

Sections 3.004, 3.006, 83.010, 85.004, 85.007, Texas Election Code

3/2007

ORDER OF GENERAL ELECTION
(ORDEN DE ELECCION GENERAL)

An election is hereby ordered to be held on November 3, 2020 in Caldwell County, Texas for the purpose of electing the following county and precinct officers as required by Article XVI, Section 65 of the Texas Constitution.

(Por la presente se ordena que se lleve a cabo una elección el día 3 de noviembre de 2020 en el condado de Caldwell, Texas, con el propósito de elegir a los siguientes oficiales del condado y del precinto como requerido por el Artículo XVI, Sección 65, de la Constitución de Texas)

The Office of (Enúmere los puestos oficiales) County District Judge, County District Clerk UnExpired, County Tax Assessor-Collector, County Commissioner Precincts 1 & 3 ,County Sheriff, County Constables Precincts 1, 2, 3 & 4

Early voting by personal appearance will be conducted at:

(Votación Temprana mediante la comparecencia personal se llevará a cabo en)

**Scott Annex bldg.
1403 Blackjack St
Lockhart, TX 78644**

And

**Luling Civic Center
333 E Austin St
Luling, TX 78648**

| | | |
|-------------------------------------|------------------------|-------------------|
| October 13, 2020 13 octubre 2020 | Tuesday Martes | 8 am to 5 pm |
| October 14, 2020 14 octubre 2020 | Wednesday miércoles | 8 am to 5 pm |
| October 15, 2020 15 octubre 2020 | Thursday jueves | 8 am to 5 pm |
| October 16, 2020 16 octubre 2020 | Friday viernes | 8 am to 5 pm |
| October 17, 2020 17 octubre 2020 | Saturday sábado | Closed cerrado |
| October 18, 2020 18 octubre 2020 | Sunday Domingo | Closed cerrado |
| October 19, 2020 19 octubre 2020 | Monday Lunes | 8 am to 5 pm |
| October 20, 2020 20 octubre 2020 | Tuesday Martes | 8 am to 5 pm |
| October 21, 2020 21 octubre 2020 | Wednesday miércoles | 8 am to 5 pm |
| October 22, 2020 22 octubre 2020 | Thursday Jueves | 8 am to 5 pm |
| October 23, 2020 23 octubre 2020 | Friday viernes | 8 am to 5 pm |
| October 24, 2020 24 octubre 2020 | Saturday sábado | 9 am to 7 pm |
| October 25, 2020 25 octubre 2020 | Sunday Domingo | 10 am to 3 pm |
| October 26, 2020 26 octubre 2020 | Monday Lunes | 7 am to 7 pm |
| October 27, 2020 27 octubre 2020 | Tuesday Martes | 7 am to 7 pm |
| October 28, 2020 28 octubre 2020 | Wednesday miércoles | 7 am to 7 pm |
| October 29, 2020 29 octubre 2020 | Thursday Jueves | 7 am to 7 pm |
| October 30, 2020 30 octubre 2020 | Friday viernes | 7 am to 7 pm |

AW1-5

Prescribed by Secretary of State

Sections 3.004, 3.006, 83.010, 85.004, 85.007, Texas Election Code

3/2007

On Election Day, voters must vote in their precinct where they are registered to vote.

Location of Election Day Polling Places:

Si se han combinado precintos para establecer un precinto consolidado, incluya todos los números de precinto cuyos votantes estarán votando en el sitio del precinto consolidado.

El Día de Elección, los votantes deberán votar en su precinto donde están inscritos para votar.

Ubicación de las casillas electorales el Día de Elección Incluir Nombre del Edificio y Dirección

Número de precinto

| <u>Polling Location</u> | <u>Precincts</u> |
|--|------------------------------------|
| First Lockhart Baptist Church Hall 315 W Prairie Lea Lockhart, TX 78644 | 100 |
| Lockhart Jr High School Girls Gym 500 City Line Rd Lockhart, TX 78644 | 118 & 103 |
| VFW Post 8927 Hall 7007 S US Hwy 183 Lockhart, TX 78644 | 104 |
| McMahan Women's Club 6022 FM 713 McMahan, TX 78616 | 204 & 205 |
| Luling Civic Center 333 E Austin St Luling, TX 78648 | 206 |
| Three Rivers Community Center 103 Main St Martindale, TX 78655 | 301 |
| Maxwell Fire Station 9655 TX 142 Maxwell, TX 78656 | 302 |
| Uhland Community Center 15 N Old Spanish Trl Uhland, TX 78640 | 303 |
| Fentress Community Church 13423 State Park Rd Fentress, TX 78622 | 305 |
| St. Mark's Methodist Church Hall 602 E Live Oak St Lockhart, TX 78644 | 105, 109 & 401 |
| St Mary's Catholic Church Hall 205 W Pecan St Lockhart, TX 78644 | 108, 400, 402, 407, 408, 409 & 412 |
| Lytton Springs Baptist Church Hall 8511 FM 1854 Dale, TX 78616 | 306 & 404 |
| Luling First Baptist Church Hall 218 N Magnolia Ave Luling, TX 78648 | 203 |
| Lockhart High School 1 Lion Country Drive Lockhart, TX 78644 | 101 |
| Dale Community Center 100 Civic Drive Dale, TX 78616 | 405 |
| Lions Evening Club 220 Bufkin Ln Lockhart, TX 78644 | 102, 110 & 111 |

AW1-5

Prescribed by Secretary of State

Sections 3.004, 3.006, 83.010, 85.004, 85.007, Texas Election Code

3/2007

| <u>Polling Locations</u> | <u>Precincts</u> |
|---|-------------------------|
| Southside Club House 1005 S. Magnolia Ave Luling, TX 78648 | 201 & 202 |

Applications for ballot by mail shall be mailed to:

Las solicitudes para boletas de votación adelantada por correo deberán enviarse a:

Pamela Ohlendorf, Elections Administrator

1403-C Blackjack St

Lockhart, TX 78644

Applications for ballots by mail must be received no later than the close of business on October 23, 2020.

Las solicitudes para boletas de votación adelantada por correo deberán recibirse para el fin de las horas de negocio el: Emitida este día 23 de octubre 2020.

Issued this the 28th day of September, 20 20.

Carl Cisneros

Member

Steve Johnson

Signature of Presiding President

Tom Guyton

Member

Michael Wright

Member

Becky Lockhart

Member

Warren Burnett

Member

VACANT

Member

Instruction Note: A copy of this election order must be delivered to the County Clerk/Elections Administrator and Voter Registrar not later than 60 days before election day.

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:

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. |
| Safekeeping and Custody | 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. |
| Sellers of Investments | <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> |
| Soliciting Bids for CDs | 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. |
| Interest Rate Risk | <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> |
| Internal Controls | 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.

Steve Johnson, President

Tom Guyton, Secretary

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:

2019-2020 Substitute Daily Rates

| | | 20-21 |
|--|---|--------|
| | | Daily |
| Substitute Category | Other information | Rate |
| <u>Daily Rates</u> | | |
| Teacher Substitute, BA degree | Must have a copy of degree on file in HR | \$ 85 |
| Teacher Substitute, BA degree - long-term | Must have a copy of degree on file in HR | \$ 95 |
| Teacher Substitute, BA degree & certified | Must have a copy of degree & certific. on file in HR | \$ 95 |
| Teacher Substitute, BA degree & certified, long-term | Must have a copy of degree & certific. on file in HR | \$ 100 |
| Teacher Substitute, BA degree and/or certified (Sped & LDMC assignments only) | Must have a copy of degree/certification on file in HR | \$ 100 |
| Teacher Substitute, BA degree and/or certified (Sped & LDMC assignments only) - long -term | Must have a copy of degree/certification on file in HR | \$ 110 |
| Teacher Substitute - teaching both in person & distance learning concurrently | | \$ 200 |
| Teacher Substitute, non-degreed | | \$ 80 |
| Teacher Substitute, non-degreed - long term | | \$ 85 |
| Teacher Substitute, Sped/LDMC, non-degreed | | \$ 85 |
| Teacher Substitute, Sped/LDMC, non-degreed, long-term | | \$ 90 |
| Administrator substitute | Must be pre-approved, in writing, by the Superintendent | \$ 135 |
| Aide Substitute | Includes Cubhouse | \$ 70 |
| Aide Substitute - long-term | Includes Cubhouse | \$ 75 |
| Aide Substitute - Special Ed. (short & long term) | | \$ 85 |
| Community Ed. Substitute | Rate is for Four and one-half hours | \$ 50 |
| Counselor Substitutes | Must be pre-approved, in writing, by the Superintendent | \$ 105 |
| Counselor Substitutes - long-term | Must be pre-approved, in writing, by the Superintendent | \$ 120 |
| LVN/RN Substitute | Not licensed | \$ 70 |
| LVN/RN Substitute - long-term | Not licensed | \$ 75 |
| LVN/RN Substitute | Must be licensed | \$ 80 |
| LVN/RN Substitute - long-term | Must be licensed | \$ 90 |
| Secretary Substitute | | \$ 70 |
| Secretary Substitute - long term | | \$ 75 |

2019-2020 Substitute Daily Rates

| | | 20-21 |
|---|--------------------------|--------------|
| | | Daily |
| Substitute Category | Other information | Rate |
| | | |
| For long-term assignments, must work 10 consecutive days or more. A break in consecutive days is adjusted back to short-term rate. | | |

2019-2020 Substitute Hourly Rates

| | | 19-20 | 20-21 | |
|-------------------------------|---|----------|----------|--|
| | | Hourly | Hourly | |
| Substitute Category | Other information | Rate | Rate | Notes |
| Hourly Rates | | | | |
| Substitutes, Custodian | For custodian substitutes | \$ 9.20 | N/A | N/A - Using SSC for custodial substitutes |
| Substitutes, Food substitutes | For food service substitutes | \$ 9.20 | \$ 9.20 | Administrators must submit hiring recommendations to HR |
| Substitutes, Employee | This applies only to Full-time Teachers working in the District that are subbing during their duty-free conference period. Substituting is to be implemented only in emergency situations. | \$ 25.00 | \$ 25.00 | Administrators must complete paper timesheet and submit to business/payroll office |

2019-2020 Pay Rates

| | | 19-20 | 20-21 | |
|---|--|----------|----------|---|
| | | Hourly | Hourly | |
| Category | Other information | Rate | Rate | Notes |
| Hourly Rates | | | | |
| Interventionists, certified | To be assigned by the C&I department | \$ 25.00 | \$ 25.00 | Administrators must complete paper timesheet and submit to business/payroll office by the established deadlines |
| Interventionists, non-certified | To be assigned by the C&I department | \$ 15.00 | \$ 15.00 | Administrators must complete paper timesheet and submit to business/payroll office by the established deadlines |
| Summer School, paraprofessional | This applies only to full-time paraprofessionals working in the district for summer school | \$ 12.50 | \$ 12.50 | Administrators must submit hiring recommendations to HR |
| Summer School, teacher | This applies only to Full-time Teachers working in the District for summer school | \$ 30.00 | \$ 30.00 | Administrators must submit hiring recommendations to HR |
| Tutors, employee | For principal authorized tutoring using teachers already employed in a teaching position within LISD | \$ 25.00 | \$ 25.00 | Administrators must complete paper timesheet and submit to business/payroll office |
| Tutors, part-time, professional (Outside, temporary staff) | Part-time employee rate (<30 hrs/week) | \$ 25.00 | \$ 25.00 | Administrators must complete paper timesheet and submit to business/payroll office |
| Tutors, part-time, para-professional (outside, temporary staff) | Part-time employee rate (<30 hrs/week) | \$ 10.00 | \$ 10.00 | Administrators must complete paper timesheet and submit to business/payroll office |

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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BACKGROUND INFORMATION:

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RECOMMENDATION:

RECOMMENDED MOTION:

**INTERAGENCY AGREEMENT BETWEEN
COMMUNITY ACTION INC. OF CENTRAL TEXAS
AND
LOCKHART INDEPENDENT SCHOOL DISTRICT
Special Education Services**

I. PARTIES TO THE AGREEMENT

Lockhart Independent School District (Hereinafter referred to as Lockhart ISD)

And

Community Action, Inc. of Central Texas (Hereinafter referred to as Head Start)

II. CONTRACT PERIOD: September 1, 2020 to July 31, 2021

III. PURPOSE: To establish the best cooperative method of providing services to preschool children with disabilities and their families and to build a strong working partnership between the Head Start program and Lockhart ISD. It is the intent of the Agreement to:

- a. Define the services to be provided by each Agency.
- b. Ensure that the eligible children with disabilities receive a free and appropriate public education, as required by law, in the least restrictive environment.
- c. Ensure that each Agency assumes the responsibility to communicate with the other, and share leadership responsibilities and by doing so ensure that available resources are utilized in the most effective manner.

IV. JOIN THE ROLES IN SYSTEM REVIEW, COORDINATION, COLLABORATION, ALIGNMENT, AND IMPLEMENTATION

Lockhart ISD:

1. Provide services to preschool children with disabilities as mandated by the current revisions of the Individual with Disabilities Education Act.
2. Provide preschool children with disabilities a free and appropriate public education (FAPE), including the development and implementation of an Individualized Education Plan (IEP).
3. Place preschool children with disabilities in the least restrictive environment at Lockhart with an opportunity to interact with non-disabled peers to the maximum extent appropriate, as required by IDEA.

CAI Head Start Program:

1. Recruit, enroll, and serve eligible children (according to the Policy Council approved enrollment criteria) ages 3 to 5 years of age.
2. Assist Lockhart ISD with providing FAPE by serving as a Least Restrictive Environment (LRE) as determined by the IEP team

3. Provide all Head Start services as outlined in the Head Start Performance Standards.
4. Screen all enrolled children for potential problems in the areas of health, dental health, and emotional/behavior development, and developmental progress.
5. Obtain physical information and a developmental history for each enrolled child.
6. Provide a dental examination for each enrolled child.
7. Provide follow-up services / treatment for any identified health or dental problems and assure that all appropriate immunizations are received by enrolled children.
8. Throughout the year when children are found at risk on developmental screeners or through classroom performance/home performance, Head Start staff, including the Disability Specialist, will assist the parent in understanding the need for a referral for a screening or full evaluation by Lockhart ISD or other appropriate professionals. Upon parent's request Head Start staff will assist the parent in making a referral for their child to Lockhart ISD.
9. Assure that professionals on the multi-disciplinary team are informed of the Head Start eligibility disabilities criteria as outlined in Head Start Performance Standards, 1302.60-72, so that eligibility under Head Start, as well as IDEA can be determined. Assure that all evaluations are not culturally biased (CFR 34, 300.530).
10. Assist in identifying other appropriate community agencies that provide services to children 3 to 5 years of age utilizing our Community Resource Directory.

V. PROGRAM DESCRIPTION:

- a.) **Community Action Head Start Program** is a federally funded program that provides services to low income preschool aged children and services are offered to meet the special needs of children with disabilities. Head Start is funded to serve 547 children ages zero-to-five with 10% of those slots available for children with disabilities.
- b.) **Lockhart ISD** provides educational services to eligible children from EE through 12th grade. Working with the Lockhart School District, State and Federal funds are also available to serve children ages three through five with disabilities.

VI. SERVICE IMPLEMENTATION:

- a) **Child Find / Recruitment:**
Head Start will invite representatives from Lockhart ISD to participate in Head Start recruitment efforts and will distribute Lockhart ISD literature and/or information to appropriate families. Head Start will invite Lockhart ISD to participate in the selection process of Head Start families by attending Selection Committee Meetings when applicable.
- b) **Referrals:**
Head Start to Lockhart ISD - After all screenings have been completed and compared to home and school performance (through discussion with teacher and parents) if a

child's performance indicates the need for further assessment to determine if special education services would be appropriate the Disabilities Specialist along with the, Family Advocate or Center Director and/or child's teacher, will discuss these results in more detail with the parent. Information will be provided about the need for early intervention and the process of being assessed though the local school district will be discussed. If the parents are interest in making a referral through the school district and would like support and assistance through Head Start, parental consent for referral to an outside agency and permission to share information between Head Start and the local school district will be obtained in writing. These documents will allow the Disability Specialist to work cooperatively with the parent and the local school district to help the evaluation process proceed as efficiently as possible. Head Start staff will assist the parents in completing the needed documents to make the referral to the school district and will assist the school district in maintaining contact with the parents (Head Start often has daily interaction with the parents).

Lockhart ISD to Head Start - For children who meet the Head Start criteria for enrollment, Lockhart ISD staff, with parent approval, will contact the Disabilities Specialist, and/or other Head Start staff, for referral. The referral will not be complete without a completed application and required supporting documentation. If Head Start has an opening to enroll the child and all criteria have been met, the child will be enrolled for Head Start services. If no enrollment openings are available the child will be placed at the top of the waiting list. No child will be denied placement in a Head Start classroom on the basis of a disability or its severity if: the parents wish to enroll the child and meet the Head Start age and income eligibility criteria, and Head Start is seen as an appropriate placement according to the child's IEP, and the program has space to enroll the child. Once the program has filled 10% of its slots for children with disabilities, the child with a disability and children without a disability will compete for the available enrollment opportunities.

c) **Evaluation:**

Eligibility must be established under both IDEA and Head Start Performance Standards 1302 and:

- Lockhart ISD will get the parent's permission to evaluate.
- Lockhart ISD will explain the parental rights.
- Lockhart ISD will evaluate children within 45 calendar days of receiving parental consent.
- If needed, an interpreter will be made available.
- Lockhart will develop and complete the IEP with input from the Head Start staff.
- With parental consent, Lockhart ISD will provide the Disabilities Specialist and assigned teachers with information and copies or ARD paperwork form implementing the IEP in the classroom.
- With parental consent, Lockhart ISD will notify the Disabilities Specialist and/or other Head Start staff verbally or in writing of dates and times of any ARD meetings. This communication between Lockhart ISD and Head Start will ensure cooperation between the two programs in helping the child meet IEP goals.
- The Head Start Disability Specialist and Family Advocate (along with the Teacher and Center Director) will help the parent understand his/her role in the special education process, including attending ARD meetings on a regular basis.

The goal of communication between Lockhart ISD and Head Start is to work together to help the parent as a full participating member of the ARD committee and the ongoing series provided through Lockhart ISD for the child.

- Lockhart ISD will notify the parent in advance of any ARD meetings and ensure that the meetings is held at a mutually agreed upon time.
- Lockhart ISD will assure that the parents understand the IEP. Lockhart ISD will work cooperatively with Head Start staff to understand the IEP and to help implement the goals in the Head Start setting. Lockhart ISD staff will keep the Disability Specialist informed of any changes in the IEP.
- Lockhart ISD, with parental permission, along with the parent, will keep the Head Start staff updated on changes in the IEP. Head Start staff will address questions, concerns and progress noted in the Head Start setting with the Lockhart staff in charge of the IEP.
- The IEP, which is developed by Lockhart ISD with input from Head Start staff and the parents, will focus on the child's needs, strengths, developmental potential and the family's strengths and circumstances, as well as the child's weaknesses.

d.) **Placement:**

Head Start will:

- Provide 10% of its enrollment slots for children with disabilities.
- Share Head Start enrollment criteria with Lockhart ISD.
- Stay in contact with Lockhart ISD to continue to recruit children with disabilities for the waiting list and keep Lockhart ISD apprised of the child count, especially regarding the progress towards maintaining 10% children with a disability in the program

e) **Special Education and Related Service Delivery:**

Head Start will:

- Assist parents in attending therapy sessions as appropriate.
- Allow Lockhart ISD therapists and teachers (as well as private therapists) to provide service in all Head Start centers.
- Implement the IEP goals in the Head Start classroom by working cooperatively with Lockhart ISD special education staff and therapists and attend ARD meetings (with parental consent)
- Assist Lockhart ISD in supporting parents with any home therapy/programs.

Lockhart ISD will:

- Provide all special education services including related services as stated in the ARD document.

f.) **Specialized Equipment / Furniture:**

- Lockhart ISD will provide all equipment and furniture in the setting where the child receives his special education services as identified in the ARD document
- Lockhart ISD will provide all transportation as identified in the ARD document.
- Head Start will provide appropriate equipment and furniture in the Head Start setting

(unless the child is receiving primary special education services) for the child to be able to participate appropriately in all classroom activities.

VII. CONFIDENTIALITY

Lockhart ISD and Head Start will follow all regulations pertaining to confidentiality as outlined in IDEA Part B.

VIII. TRAINING AND TECHNICAL ASSISTANCE:

Lockhart ISD and Head Start will allow opportunities for their staff to train with their partner agency.

Lockhart ISD and Head Start will provide training to parents of children with disabilities as per the ARD document.

Lockhart ISD and Head Start will strive to provide some joint training to parents.

IX. DOCUMENTATION:

Head Start and Lockhart ISD will inform each other of changes in children's status when parental consent has been provided for the two agencies to share information.

X. TRANSITION ACTIVITIES:

Lockhart ISD and Head Start will prepare children with disabilities and their parents for transition as follows:

- Children who need significant classroom/curriculum modifications or accommodations and/or health accommodations or modifications will be provided with a staffing that involves the parent, Lockhart ISD personnel, Head Start content managers who oversee services the child needs, and outside agencies that are providing services for the child at least two months prior to the transition from one classroom to the next. This meeting will be set at a mutually agreed upon time with the agencies and the parents.
- Lockhart ISD and Head Start will prepare children with disabilities and their parents prior to transitioning out of the Head Start program. These activities will range from 6 to 2 months prior to the child leaving the program. Lockhart ISD staff, the Disability Specialist along with the Family Advocate, Center Director and Teacher will be responsible for these transition activities.

XI. CONTACT INFORMATION

Lockhart ISD

Melissa J. Corona, Director of Special Services 512-398-0270

CAI HEAD START PROGRAM

Patricia Vargas, Mental Health and Disabilities Coordinator 512 396 3395 ext. 206

Dr. Imelda Medrano, Early Childhood Education Program Director 512-396-3395 ext. 228
imedrano@communityaction.com

Review, Modification, and/or Termination of Agreement:

This interagency Agreement will be reviewed and revised by Community Action Head Start Program and Lockhart ISD annually. Either party, upon thirty (30) days written notice, may terminate this Agreement.

Approved by:

Carole Belver, Executive Director
Community Action, Inc. of Central Texas

Melissa J. Corona, Director of Special Services
Lockhart Independent School District

Dr. Imelda Medrano, Early Childhood
Education Program Director
Community Action, Inc. of Central Texas

Patricia Vargas, Mental Health and Disabilities
Coordinator Community Action, Inc. of Central Texas

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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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:

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RECOMMENDED MOTION:

Lockhart ISD
Budget Amendments
September 28, 2020

| | | | | | | | 20-21 | DR (CR) | New |
|---|----|------|----|-----|--------|------------------------------------|---------------|--------------|---------------|
| | | | | | | | Appropriation | Amendment | 20-21 |
| FND | FN | OBJ | SO | ORG | YR-PIC | Code Description | | | Appropriation |
| 1. To record the receipt of insurance proceeds for a storm that caused damage in the HVAC units at Strawn: | | | | | | | | | |
| 199 | 00 | 5745 | 00 | 000 | 000000 | Insurance proceeds | - | 9,998 | 9,998 |
| 199 | 51 | 6249 | 00 | 106 | 099000 | Repair of HVAC units | - | (14,998) | (14,998) |
| 199 | 00 | 3600 | 00 | 000 | 000000 | Budgeted fund balance (deductible) | 213,098 | 5,000 | 218,098 |
| | | | | | | | 213,098 | - | 213,098 |
| 2. To appropriate funds to purchase more PPE & to replenish the nurses budget: | | | | | | | | | |
| 192 | 51 | 6315 | 18 | 999 | 099000 | PPE (sanitizing, UV wands, etc) | (40,000) | (26,418) | (66,418) |
| 192 | 33 | 6399 | 42 | 999 | 099000 | PPE (wipes, masks) | (32,161) | (132,041) | (164,202) |
| 192 | 51 | 6249 | 18 | 999 | 099000 | Rental of hand washing stations | - | (2,000) | (2,000) |
| 199 | 11 | 6397 | 95 | 999 | 099000 | Capital outlay | (61,779) | 35,000 | (26,779) |
| 199 | 11 | 6119 | 95 | 999 | 099000 | Professional salaries | (115,178) | 36,000 | (79,178) |
| 199 | 33 | 6395 | 00 | 999 | 009900 | Nurses supply | (62,457) | (30,000) | (92,457) |
| 199 | 41 | 6411 | 00 | 749 | 099000 | Travel | (8,000) | 4,000 | (4,000) |
| 199 | 41 | 6411 | 17 | 746 | 099000 | Travel | (4,000) | 1,500 | (2,500) |
| 199 | 36 | 6499 | 35 | 999 | 099000 | Other operating | (65,000) | 10,000 | (55,000) |
| 199 | 51 | 6315 | 18 | 999 | 099000 | PPE (recode existing PO) | (66,418) | (28,281) | (94,699) |
| 199 | 33 | 6399 | 42 | 999 | 099000 | PPE (recode existing PO) | (164,202) | 28,281 | (135,921) |
| 199 | 00 | 3600 | 00 | 000 | 000000 | Budgeted fund balance | 218,098 | 103,959 | 322,057 |
| | | | | | | | (401,097) | - | (401,097) |
| 3. To recode roofing repairs to the correct function: | | | | | | | | | |
| 199 | 51 | 6249 | 94 | 936 | 099000 | Contracted services | (40,000) | 25,007 | (14,993) |
| 199 | 81 | 6629 | 17 | 045 | 099000 | Capital outlay | - | (25,007) | (25,007) |
| | | | | | | | (40,000) | - | (40,000) |
| 4 To record 2014 bond refunding transaction: | | | | | | | | | |
| 599 | 00 | 7911 | 00 | 000 | 000000 | Face amount of bonds | - | 52,999,961 | 52,999,961 |
| 599 | 00 | 7916 | 00 | 000 | 000000 | Premium on bonds | - | 7,186,890 | 7,186,890 |
| 599 | 71 | 6594 | 00 | 999 | 099000 | Cost of issuance | - | (209,995) | (209,995) |
| 599 | 71 | 6513 | 00 | 999 | 099000 | Bond uses | - | (59,647,294) | (59,647,294) |
| 599 | 00 | 8910 | 00 | 000 | 000000 | Underwriter discount | - | (327,729) | (327,729) |
| 599 | 00 | 8910 | 00 | 000 | 000000 | Net deposit to debt svc fund | - | (1,833) | (1,833) |
| | | | | | | | - | 0 | 0 |

Lockhart Independent School District Board of Trustees

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LOCKHART I.S.D. BOARD

Tax Collection Report

AUGUST 2020

| | August | Prior Months | TOTAL | PRIOR YEAR |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|
| 2020 Tax Collection | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2019 & Prior Collection | \$109,509.97 | \$249,740.88 | \$359,250.85 | \$223,273.12 |
| | | | | |
| Total Tax Collection = | \$109,509.97 | \$249,740.88 | \$359,250.85 | \$223,273.12 |

note: Above figures include penalties and interest collected

2020 Original Levy \$0.00

| | |
|--|-------|
| August 31, 2020 Percent of 2020 Tax Collected (2020 Levy is not created until October) | 0.00% |
| August 31, 2019 Percent of 2019 Tax Collected (On July 31, 2019, 2019 Levy had not been created) | 0.00% |
| August 31, 2018 Percent of 2018 Tax Collected (On July 31, 2018, 2018 Levy had not been created) | 0.00% |

August 31, 2020 - Balance of Delinquent Tax \$2,088,805.71

August 31, 2019 - Balance of Delinquent Tax \$1,834,617.03

August 31, 2018 - Balance of Delinquent Tax \$1,666,657.24

Corrections made to Current Tax Roll \$0.00

Corrections made to Delinquent Tax Roll (\$25,456.45)

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$15,495.46

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
Chief Appraiser
Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

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ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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 Independent School District Board of Trustees

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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

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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 data to target instruction for all students during intervention and enrichment time.

Strategy's Expected Result/Impact: The data gathered 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 discuss instructional methods that will address student progress. Teachers will review student work, analyze data, and find appropriate instructional approaches that will guide their lesson planning.

Strategy's Expected Result/Impact: Principal will monitor weekly lesson plans.
Administrators will conduct walkthroughs to monitor implementation and progress.
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 continue to implement the Fundamental Five instructional framework that will set the expectation for core instructional practices in all classrooms.

| | |
|---|------------------|
| <p>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.</p> <p>Coaching cycles will occur for all teachers every 4 weeks in order to increase the effectiveness of Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva (Lead), Assistant Principal, Kassie Russell</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <hr/> <p>Comprehensive Support Strategy</p> <hr/> <p>Additional Targeted Support Strategy</p> | Formative |
| | Nov |
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| | June |

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

| | |
|---|--|
| <p>Strategy's Expected Result/Impact: Students reading more will impact student reading growth.</p> <p>Prizes will be awarded monthly in the classrooms and every nine weeks in school-wide AR celebration.</p> <p>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</p> | <p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p> |
| <p>Title I Schoolwide Elements: None</p> | <p>Problem Statements: None</p> |
| <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> | <p>Funding Sources: Student awards 211 - Title I-A \$500</p> |
| <p>ESF Levers: Lever 3: Positive School Culture</p> | |
| <p>Comprehensive Support Strategy</p> | |
| <p>Additional Targeted Support Strategy</p> | |

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

Strategy 7: Special education teachers will monitor student progress and review student reading data to make informed decisions in addressing individual student goals.

| | | |
|---|--|------------------|
| Strategy's Expected Result/Impact: 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. | | Formative |
| Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Special Education Teachers, Spencer Jones (Lead) and Tamara Oakley | | Nov |
| Title I Schoolwide Elements: None | | Jan |
| Problem Statements: None | | Mar |
| TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | | Summative |
| Funding Sources: None | | June |
| ESF Levers: Lever 4: High-Quality Curriculum | | |
| Comprehensive Support Strategy | | |
| Additional Targeted Support Strategy | | |

Strategy 8: A committee of Bilingual teachers will meet every six weeks to review student data to include: ISIP, Dream Box, Reflex, running records, student work and checkpoint data.

| | | |
|---|--|------------------|
| Strategy's Expected Result/Impact: Improve LPAC committee decisions directly impacting student success. | | Formative |
| 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 | | Nov |
| Title I Schoolwide Elements: None | | Jan |
| Problem Statements: None | | Mar |
| TEA Priorities: Build a foundation of reading and math | | Summative |
| Funding Sources: None | | June |
| ESF Levers: Lever 5: Effective Instruction | | |

Strategy 9: Students in Tier 3 will receive additional targeted support. RTI Specialist, interventionist, administrators, and teachers will review data to ensure students are receiving the necessary instructional support. Students in Tier 2 and Tier 3 will participate in additional tutoring/enrichment opportunities to address their areas of growth offered on Saturdays.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: Students will make progress in checkpoints and student learning programs. RTI council will meet every 6 weeks to discuss student progress</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell RTI Specialist , Arizbeth Ramirez Sanchez Interventionist, Guadalupe Duran and Joanna Villarreal All K-5 teachers and Student Support Area Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: Tutoring 211 - Title I-A \$10,000</p> | |

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

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



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, dreambox, and Reflex

| | |
|---|---------------------------------|
| Strategy 1: Teachers will engage students in math talks daily to monitor student progress. | |
| Strategy's Expected Result/Impact: Questions posted on lesson plans, exit tickets, and administrators will target walkthroughs during math talks. | Formative Nov |
| 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 | Summative June |
| TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | |
| ESF Levers: Lever 4: High-Quality Curriculum | |
| Comprehensive Support Strategy | |
| Additional Targeted Support Strategy | |

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 month 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.

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 math 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:
Manipulatives and Food 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 5: Special education teachers will monitor student progress and review student math data to make informed decisions in addressing individual student goals.

Strategy's Expected Result/Impact: Principal will monitor student progress to ensure student growth. Special education teachers and classroom teachers will monitor monthly computer adaptive program (Dreambox, REN, and Reflex) goals for each student to demonstrate expected growth.

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 (EL) 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: Bilingual teachers, interventionist and administrators will use multiple student data points to guide student's language of instruction (time and treatment instructional plan) and develop a Emergent Bilingual Student profile that will inform instructional practices and will help bridge the acquisition of both languages. The Time and Treatment Instructional Plan and the Emergent Bilingual Student Profile are part of the ABS Strategic Literacy Plan.

Strategy's Expected Result/Impact: Teachers will be able to make informed decisions that directly impact language development and instruction supports.

Checkpoint data will show individual student progress that aligns with language development, 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, ABS News Crew/Noticiero ABS, and the National Elementary Honor Society, Lego Links.

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.

| | |
|--|--|
| Strategy 1: Teacher leaders will mentor new to the profession staff. | |
| <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | <p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> |
| | Summative |
| | June |
| | <p>Problem Statements: None</p> <p>Funding Sources: None</p> |
| Strategy 2: The campus leadership team will build teacher leader capacity by providing opportunities of growth by sharing of talents/gifts, connecting teachers to demonstrate their talents/gifts, and challenge their areas of growth. These opportunities may include observing others, conducting research on a particular area, implementing new instructional practices, sponsoring a student group, seeking training outside the district, and promoting family and community engagement opportunities. | |
| <p>Strategy's Expected Result/Impact: By building leadership capacity in teachers, they will be able to address their own challenges, promote a culture of collectiveness and connectedness, bring unity among staff, and inspire self-growth.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, All teachers and staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | <p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> |
| | Summative |
| | June |
| | <p>Problem Statements: None</p> <p>Funding Sources: Attend training opportunities outside the district 199 - General Fund \$1,000 Professional Development Books, Resources and 199 - General Fund \$800</p> |

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

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

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

| | |
|--|--|
| Strategy 1: Students will be celebrated at each monthly assembly for AR, attendance, growth in reading and math, and exemplifying the 7 mindsets. | |
| Strategy's Expected Result/Impact: Celebrating students will increase students' social emotional health and maintain a positive school climate. | Formative Nov |
| Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Rebecca Pillie, and Misty Hinckley | |
| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | Summative Jan Mar |
| Problem Statements: None | |
| TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | June |
| Funding Sources: Student recognition incentives 199 - General Fund \$1,000 | |
| ESF Levers: Lever 3: Positive School Culture | |
| Strategy 2: Teachers will share celebrations during meetings to inform staff of the work done by students, staff, and parents. | |
| Strategy's Expected Result/Impact: 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. | Formative Nov |
| The "Leading the Pride" award will be used to measure effectiveness. | |
| Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell | Jan Mar |
| Title I Schoolwide Elements: 2.4 | |
| Problem Statements: None | Summative June |
| Funding Sources: None | |
| TEA Priorities: Recruit, support, retain teachers and principals | |
| ESF Levers: Lever 3: Positive School Culture | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | |

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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| Goal 3 : Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community. | 14 |

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 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.

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: Administration and ELAR district instructional Coaches will monitor guided reading implementation and observations.</p> <p>Administration will conduct a minimum of 25 Power-walks during ELAR instruction times per week to monitor usage, (3-5 times a week).</p> <p>75% of students will make progress towards their individual student goals per month on Istation.</p> <p>Staff Responsible for Monitoring: Will be monitored by principal and assistant principal during walk throughs.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: literacy books for Parents 211 - Title I-A</p> | |

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.

| | |
|---|------------------|
| <p>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.</p> <p>Staff Responsible for Monitoring: Teacher Lead/facilitator for each PLC, team will include all teachers and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund 211 - Title I-A</p> | |

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

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

| | |
|---|-------------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: All teachers will monitor their data walls.</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | <p>Formative</p> |
| | <p>Nov</p> |
| | <p>Jan</p> |
| | <p>Mar</p> |
| | <p>Summative</p> |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: 7 Mindsets Data and Parent resources 211 - Title I-A</p> | <p>June</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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Terry Armstrong- Lead Special education teacher.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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

 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teachers/PLC facilitator</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: All teachers</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| <p>Title I Schoolwide Elements: None</p> | Summative |
| <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> | June |
| <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | |
| <p>Comprehensive Support Strategy</p> | |
| <p>Additional Targeted Support Strategy</p> | |

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

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

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

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

 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

| | |
|---|--|
| Strategy 1: Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved. | |
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: teachers, administration</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | <p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p> |
| <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$50</p> | |
| Strategy 2: Administration will use Perfect Attendance awards and brag tags to collect each month. | |
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Administration attendance committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | <p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p> |
| <p>Problem Statements: None</p> <p>Funding Sources: 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.

| | |
|---|------------------|
| <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$500</p> | 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.

| | |
|---|------------------|
| <p>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%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$1,500</p> | 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.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: Teachers will model good attendance and help increase their student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Monica Saldivar</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p> | 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

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

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
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, 75 % 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: Instructional Reading Levels

Leveled readers will be used to teach students research-based reading strategies at their instructional reading level. 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 instructional reading conferences 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 2,000

EOY 5,000

First

MOY 10,000

EOY 25,000

Second

MOY 35,000

EOY 80,000

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 school web page and hallway bulletin boards.

Formative

Nov

Jan

| | |
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| <p>Shirts and special recognition for Million Word Readers.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Librarian-Lead</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> | <p>Mar</p> <hr/> <p>Summative</p> <hr/> <p>June</p> |
| <p>Strategy 3: Strategy: Accelerated Learning Time</p> <p>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.</p> | |
| <p>Strategy's Expected Result/Impact: By the end of the school year:</p> <ul style="list-style-type: none"> * 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) <p>Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RtI Lead Teacher-Lead Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | <p>Formative</p> <hr/> <p>Nov</p> <hr/> <p>Jan</p> <hr/> <p>Mar</p> <hr/> <p>Summative</p> <hr/> <p>June</p> |
| <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund</p> | |

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. Virtual Make and Takes, Camp Out with a Good Book, Buddy Reading and Read-Union)

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

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

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: Student achievement will increase due to need-based professional development provided to teachers by teachers.</p> <p>Staff Responsible for Monitoring: Rebecca Leonard, Joan Schlaht and Nicole Lawrence</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| June | |

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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 middle of year (MOY) and end of year (EOY) student-led conferences.

Kindergarten through third grade students will conduct EOY student-led conferences.

Strategy's Expected Result/Impact: Increased student 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: Virtual Math Journal

Teachers will use virtual math journals 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 and teacher. Fundamental Five walkthrough data from virtual math journals observations will be used to measure the frequency of critical writing. 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

| | | |
|--|--|------------------|
| <p>Strategy's Expected Result/Impact: Student achievement will increase due to need-based professional development provided to teachers by teachers.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Formative |
| | | Nov |
| | | Jan |
| | | Mar |
| | | Summative |
| | | June |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | |

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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal Assistant Principal Librarian Classroom Teachers-Lead</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: Patterns of Power 211 - Title I-A Writing Materials 211 - Title I-A</p> | |

 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 weekly 7 Mindsets lesson.

School counselor will provide 7 Mindset-related lessons twice a month in every classroom.

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

Strategy's Expected Result/Impact: 7 Mindsets will create a universal language across the campus and district.

Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor-Lead

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

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

Problem Statements: None

Funding Sources:
199 - General Fund

Formative

Nov

Jan

Mar

Summative

June

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.

Strategy's Expected Result/Impact: Teachers will have an increased awareness of sensitive issues.

Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.

Staff Responsible for Monitoring: Principal
Assistant Principal-Lead

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

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

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Strategy: Frequent Physical Activity

Students will 30 minutes of recess each day in addition to a 10 minute TEKS-based physical activities 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.

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

 No Progress
  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

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

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

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.

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| <p>Strategy's Expected Result/Impact: Student growth in writing samples. Students will create a variety of books based on their own interests. Student work is displayed and writing journals will show students daily writing.</p> <p>Staff Responsible for Monitoring: Principal and C&I Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

Strategy 5: Provide opportunities for teachers whose students are not meeting the academic expectations time to observe a master teacher. The master teacher will also observe in the classroom of the teacher who is in need of support, providing collaboration/coaching.

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| <p>Strategy's Expected Result/Impact: Teachers who receive 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. The student's academic rate will increase on RSK skills and on Istation. The behavior will increase as well.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, and C & I Team.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Formative |
| | | Nov |
| | | Jan Mar |
| | Summative | |

Strategy 6: Provide virtual or in-person Literacy Night and a Bilingual Night during the 2020-2021 school year.

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

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

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



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 3: Teachers will meet weekly in PLCs for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the class analysis form and turn it into the principal.

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

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

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

Strategy 5: Provide opportunities for teachers whose students are not meeting the academic expectations time to observe a teacher who has a high success rate.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: Teachers who receive additional support will be more effective in meeting the academic needs of their students, and as 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>Staff Responsible for Monitoring: Principal, Coaches, and C&I Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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

 0% No Progress

 100% 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 a 95% average daily attendance rate for the 2020-2021 school year.

Evaluation Data Sources: ADA Reports

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|--|---------------------------------|------------------|
| Strategy 1: Have students with perfect attendance name printed in the local newspaper. | | |
| Strategy's Expected Result/Impact: ADA will rise from 94.6% to meet or exceed our campus goal of 96%. | | Formative |
| Staff Responsible for Monitoring: Administration and PEIMS clerk | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: None | None | Summative |
| | | June |
| Strategy 2: Students with perfect attendance will be rewarded with an attendance field trip. | | |
| Strategy's Expected Result/Impact: 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 95%. | | Formative |
| Staff Responsible for Monitoring: Administration | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: None | 461 - Campus Activity | Summative |
| | | June |

Strategy 3: Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door.

| | |
|--|---|
| Strategy's Expected Result/Impact: ADA will rise from 93% to meet or exceed our campus goal of 95%. | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Administration | |
| Title I Schoolwide Elements: None | |
| TEA Priorities: None | |
| ESF Levers: None | |
| Problem Statements: None | |
| Funding Sources: None | |

Strategy 4: Attendance Committee to review attendance data monthly and create an action plan based on results of data.

| | |
|---|---|
| Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 95%. | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Review campus and individual attendance monthly | |
| Title I Schoolwide Elements: None | |
| TEA Priorities: None | |
| ESF Levers: None | |
| Problem Statements: None | |
| Funding Sources: None | |

Strategy 5: Positively communicate enrollment and attendance procedures to campus staff, students, and families throughout the year (post on the website, front doors, posters, and record informative voicemail messages). Meet with parents of students experiencing chronic attendance issues.

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

| | |
|--|------------------|
| Strategy 1: Healthy Curriculum will be taught weekly during PE on Wellness Wednesday | |
| Strategy's Expected Result/Impact: ADA will increase and students will understand the importance of taking care of their body. | Formative |
| Staff Responsible for Monitoring: PE Teacher and Principal Nixon | Nov |
| Title I Schoolwide Elements: None | Jan |
| TEA Priorities: None | Mar |
| ESF Levers: None | Summative |
| Problem Statements: None | June |
| Funding Sources: 199 - General Fund \$300 | |
| Strategy 2: Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Teachers, Counselor and Principal Nixon will monitor lesson plans | Nov |
| Title I Schoolwide Elements: None | Jan |
| TEA Priorities: None | Mar |
| ESF Levers: None | Summative |
| Problem Statements: None | June |
| Funding Sources: None | |

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

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| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Nurse, Wellness Committee, and PE Teacher</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Formative |
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Strategy 4: Provide SEL, TBRI, and CRASE training for teachers.

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

Strategy 1: COVID-19 safety protocol training will be provided to all staff. Students and staff will follow campus safety guidelines which include proper PPE and procedures.

Strategy's Expected Result/Impact: That staff will recognize symptoms of COVID-19 and know what to do when they suspect someone is demonstrating symptoms.

Staff Responsible for Monitoring: Staff, Nurse, and Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


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Summative

June

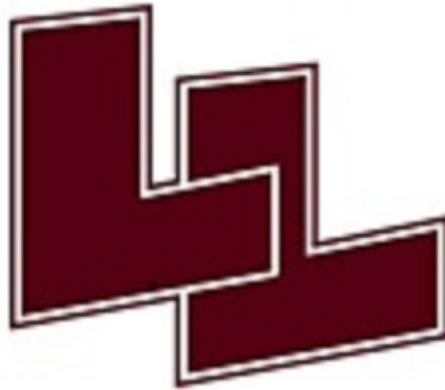
 No Progress

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 Continue/Modify

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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.

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|--|--|------------------|------------|------------|------------|------------------|-------------|
| 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. | | | | | | | |
| <p>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</p> <p>Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Formative</td> </tr> <tr> <td style="padding: 5px;">Nov</td> </tr> <tr> <td style="padding: 5px;">Jan</td> </tr> <tr> <td style="padding: 5px;">Mar</td> </tr> <tr> <td style="padding: 5px;">Summative</td> </tr> <tr> <td style="padding: 5px;">June</td> </tr> </table> | Formative | Nov | Jan | Mar | Summative | June |
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| Nov | | | | | | | |
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| Summative | | | | | | | |
| June | | | | | | | |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | | | | | | | |

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

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

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

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

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|---|------------------|
| Strategy 5: Algebra Lab teachers will use "Retrieval Practice" strategies to improve student performance. | |
| Strategy's Expected Result/Impact: The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments. | Formative |
| Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Build a foundation of reading and math | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 5: Effective Instruction | |
| Strategy 6: All students enrolled in Algebra 1 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. | Formative |
| Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Build a foundation of reading and math | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | |
| Strategy 7: 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. | |
| 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. | Formative |
| Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Build a foundation of reading and math | Summative |
| Funding Sources: None | June |
| ESF Levers: 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"

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

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

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

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

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

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

 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.

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

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

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

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

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

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

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

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

 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

Strategy 1: All LHS anticipated 2021 graduates will have participated in an administration of the Texas Success Initiative (TSI) exam. The TSI reading exam will be administered to students enrolled in English 3 in January. The TSI math exam will be administered to students enrolled in Geometry in April.

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| Strategy's Expected Result/Impact: Students will be provided another opportunity to meet college readiness standards in both ELA/reading and mathematics | Formative |
| Staff Responsible for Monitoring: Lupita Narvaez, Veronica Suarez-Powell | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Connect high school to career and college | Summative |
| Funding Sources: None | June |
| ESF Levers: None | |

Strategy 2: All LHS anticipated 2021 graduates will be provided opportunities to participate in an administration of the ASVAB exam

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| Strategy's Expected Result/Impact: Students will be provided an opportunity to meet military readiness standards | Formative |
| Staff Responsible for Monitoring: Lupita Narvaez, Veronica Suarez-Powell | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Connect high school to career and college | Summative |
| Funding Sources: None | June |
| ESF Levers: 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.

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| <p>Strategy's Expected Result/Impact: CTE students will be scheduled based on completion of prerequisites within their program of study to achieve an industry certification.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez, Kelly King</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: None</p> <p>ESF Levers: None</p> | Formative |
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Strategy 4: Align the CTE Scope and Sequences to industry-based certification standards in each of the CTE Programs of Study

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



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.

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| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: Teams will determine the best strategies for use. Each PLC team will adopt at least one student progress ownership strategy for implementation | Formative |
| Staff Responsible for Monitoring: Department Chairs and Assistant Principals | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: None | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | |
| Strategy 2: A student progress strategy will be implemented in each course. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Department Chairs and Assistant Principals | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: None | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | |

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

Strategy's Expected Result/Impact: Data will be used to refine strategies as needed.

Staff Responsible for Monitoring: Department Chairs and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

None

Formative

Nov

Jan

Mar

Summative

June



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.

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

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

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

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

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

 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.

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| Strategy 1: The Attendance Team will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Lupita Narvaez | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: None | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 3: Positive School Culture | |
| Strategy 2: 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. | |
| Strategy's Expected Result/Impact: Students will demonstrate improved attendance | Formative |
| Staff Responsible for Monitoring: Lupita Narvaez | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: None | Summative |
| Funding Sources: None | June |
| ESF Levers: Lever 3: Positive School Culture | |

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

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





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

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

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

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

| | | |
|--|---------------------------------|--|
| Strategy's Expected Result/Impact: LHS teachers and leaders will evaluate the effectiveness of interventions attempted. | | Formative Nov Jan Mar |
| Staff Responsible for Monitoring: Lupita Narvaez | | |
| Title I Schoolwide Elements: None | Problem Statements: None | |
| TEA Priorities: None | Funding Sources: None | |
| ESF Levers: Lever 3: Positive School Culture | | Summative |
| | | June |
|  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.

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

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

| | | |
|--|---------------------------------|------------------|
| Strategy 6: CLT will engage parents and students in feedback on the vision and mission statements (Oct 2020) | | |
| Strategy's Expected Result/Impact: Feedback collected | | Formative |
| Staff Responsible for Monitoring: Barry Bacom | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: Lever 3: Positive School Culture | None | Summative |
| | | June |
| Strategy 7: CLT will present the final vision and mission statements to all stakeholders (Oct 2020). | | |
| Strategy's Expected Result/Impact: Final vision and mission statements completed. | | Formative |
| Staff Responsible for Monitoring: Barry Bacom | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: Lever 3: Positive School Culture | None | Summative |
| | | June |
| Strategy 8: Vision and mission statements will be used by stakeholders to drive decisions on campus practices and policies | | |
| Strategy's Expected Result/Impact: 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. | | Formative |
| Staff Responsible for Monitoring: Barry Bacom | | Nov |
| Title I Schoolwide Elements: None | Problem Statements: None | Jan |
| TEA Priorities: None | Funding Sources: | Mar |
| ESF Levers: Lever 3: Positive School Culture | None | Summative |
| | | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | |

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



LOCKHART
Independent School District

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, 75% 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: None</p> <p>Funding Sources: Powerwalk training 199 - General Fund \$10,000</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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

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



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

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

Strategy 3: Provide K-5 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

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

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

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: Creation of a two year professional development plan to include training on all five tenets of VIP Model</p> | Formative |
| <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p> | Nov |
| <p>Title I Schoolwide Elements: None</p> | Jan |
| <p>Problem Statements: None</p> | Mar |
| <p>Funding Sources: None</p> | Summative |
| | June |
| <p style="text-align: center;">  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)

| | |
|---|------------------|
| 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. | |
| Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in math for all students. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors, Accountability and Assessment Coordinator | Nov |
| Title I Schoolwide Elements: 2.4, 2.6 | Jan |
| Problem Statements: None | Mar |
| Funding Sources: Dreambox, RenLearn 199 - General Fund | 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. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, and Instruction Directors | Nov |
| Title I Schoolwide Elements: 2.4, 2.6 | Jan |
| Problem Statements: None | Mar |
| Funding Sources: Powerwalk training 199 - General Fund | Summative |
| | June |

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

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





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

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

 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

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

| | |
|---|------------------|
| 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. | |
| Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in reading for all students. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors Accountability and Assessment Coordinator | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: 199 - General Fund 199 - General Fund \$10,000 | 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. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: 199 - General Fund \$10,000 | Summative |
| | June |

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

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

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

 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

| | |
|---|------------------|
| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: 199 - General Fund \$10,000 263 - Title III | Summative |
| | June |
| Strategy 2: 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. | |
| Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in reading and math for students identified as EL and SPED. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors | Nov |
| Title I Schoolwide Elements: 2.4, 2.6 | Jan |
| Problem Statements: None | Mar |
| Results Driven Accountability | Summative |
| Equity Plan | June |
| | |
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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.

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: For the 2020-2021 school year, approximately 60% of ELs in grades K-2 and 45% of ELs in grades 3-12 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.

| | |
|--|---|
| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: By utilizing the Fundamental 5 framework, ELs will be able to continue to build English receptive and expressive language skills. | Formative Nov Jan Mar |
| Staff Responsible for Monitoring: Bilingual/ESL/Federal Programs Director, Bilingual/ESL instructional coaches, Curriculum directors | |
| Title I Schoolwide Elements: 2.4, 2.6 | Problem Statements: None |
| Results Driven Accountability | Funding Sources: Training and materials 263 - Title III |
| Summative June | |
|  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

| | |
|---|------------------|
| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: Increase applicant pool of highly qualified applicants by 10%. 100% fill rate of bilingual teachers for the 2020-2021 school year. | Formative |
| Staff Responsible for Monitoring: Chief Financial Officer, Deputy Superintendent, Director of Human Resources | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: Bilingual stipends 193 - Bilingual Education Allotment | Summative |
| | June |
| Strategy 2: Partner with Texas State University to continue and increase opportunities for instructional blocks and year long internships for educational major students with Lockhart ISD. | |
| Strategy's Expected Result/Impact: Increase number of educational major students touch points and therefore potential viable applicants to Lockhart ISD. | Formative |
| Staff Responsible for Monitoring: Human Resources Director | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |

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

 0% No Progress

 100% 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.

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


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.


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

Strategy 5: Encourage obtaining ESL or GT endorsement by supporting preparatory training in the district to improve the effectiveness of services to ESL and G/T students.

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: Local Data Sources

| | |
|--|------------------|
| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: Increase staff satisfaction, increase teacher retention for the 2020-2021 school year | Formative |
| Staff Responsible for Monitoring: Superintendent, Executive Director of Communication and Community Services, Principals | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |
| Strategy 2: 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. | |
| Strategy's Expected Result/Impact: Decrease teacher turnover for the 2020-2021 school year. | Formative |
| Staff Responsible for Monitoring: Superintendent, Deputy Superintendent | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |

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.

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

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


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

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.

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

 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

| | |
|--|------------------|
| Strategy 1: Conduct training on Tuesdays by C&I Team and/or Classroom Teachers in targeted training areas. | |
| Strategy's Expected Result/Impact: The professional development offerings will have a 50% increase in attendance. | Formative |
| Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: 263 - Title III 211 - Title I-A | Summative |
| | June |
|  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

| | |
|--|------------------|
| Strategy 1: The district/campuses will communicate and provide examples based on each leadership theme for a span of three months. | |
| Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals | Formative |
| Staff Responsible for Monitoring: Superintendent, Executive Director for Communication and Community Services, Campus Administration | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |
| Strategy 2: Each month staff will be asked to identify examples in the district that exemplifies the corresponding competency and theme. Staff will be recognized for their efforts. | |
| Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals | Formative |
| Staff Responsible for Monitoring: Superintendent, Executive Director for Communication and Community Services, Campus Administration | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | |

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

Performance Objective 1: For the 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

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

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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Deputy Superintendent, Coordinator for Safety and Security</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |


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


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

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

 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

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

| | |
|---|------------------|
| 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. | |
| Strategy's Expected Result/Impact: By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase. | Formative |
| Staff Responsible for Monitoring: SEL Counselor, Principals, campus counselors, and Deputy Superintendent. | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |
| Strategy 4: Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester. | |
| Strategy's Expected Result/Impact: Increased safety awareness | Formative |
| Staff Responsible for Monitoring: Deputy Superintendent and Campus Administrators | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |
| Strategy 5: Lockhart ISD will post and implement a policy addressing child abuse, neglect, and sexual abuse of children. | |
| Strategy's Expected Result/Impact: By protecting the students we serve in turn we will see an increase in student academic achievement and attendance | Formative |
| Staff Responsible for Monitoring: Deputy Superintendent | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |

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, dating violence, and overall social/emotional well-being.

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

 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

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

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

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

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

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

 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

| | |
|---|------------------|
| Strategy 1: 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. | |
| Strategy's Expected Result/Impact: Continue to strengthen relationships between school and parents and increase parents participation in their child's education. | Formative |
| Staff Responsible for Monitoring: Bilingual/ESL Federal Programs Director, Campus Principals | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: 263 - Title III 211 - Title I-A | Summative |
| | June |
| Strategy 2: Continue implementation of a comprehensive district communications plan including District Website, District Facebook, Twitter, other social media, Forums (Roar Report, etc.), School Messenger, Remind 101 Groups / Family Access / etc. | |
| Strategy's Expected Result/Impact: Increase in social media metrics. | Formative |
| Staff Responsible for Monitoring: Executive Director of Communications and Community Services and Campus Administration. | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| Funding Sources: None | Summative |
| | June |

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

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: 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> <hr/> <p>Staff Responsible for Monitoring: Bilingual/ESL Federal Programs Director, the Executive Director of Communications and Community Services, and Campus Administration.</p> <hr/> <p>Title I Schoolwide Elements: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | 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: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Content administrators, campus principal, department heads.</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | |

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 for both, virtual and face-to-face instruction.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, and content administrators.</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, ELAR Administrator, ELAR teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | June |

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

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

Strategy 6: All LJHS students will engage in silent sustained reading during their advisory class.

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: Increased reading stamina and skills.</p> <p>Staff Responsible for Monitoring: Advisory teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | 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

| | |
|---|--|
| Strategy 1: All teachers will meet in Professional Learning Communities weekly to work on alignment, lesson planning and data, spiraling and retrieval practice. | |
| Strategy's Expected Result/Impact: Content administrator and department chairs will monitor the quality of lesson plans. | Formative Nov Jan Mar |
| 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. | |
| Staff Responsible for Monitoring: Principal and content administrators. | Summative |
| Title I Schoolwide Elements: 2.4, 2.5 | June |
| TEA Priorities: Build a foundation of reading and math | |
| ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | |
| Problem Statements: None | |
| Funding Sources: None | |

Strategy 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: Admin and department chairs will monitor weekly lesson plans and provide feedback as necessary.</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>Staff Responsible for Monitoring: Principal and content administrators.</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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>Strategy's Expected Result/Impact: 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 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, 50% usage of recognize and reinforce, and 20% usage of writing critically.</p> <p>Staff Responsible for Monitoring: Principal and content administrators.</p> <hr/> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus principal, math department head.</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

Strategy 5: Math teachers will create opportunities for spiraled instruction in the mathematics classroom.

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: Increased performance on mathematics assessments.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

 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

| | |
|--|------------------|
| Strategy 1: Houses and student incentive winners will be recognized weekly for outstanding attendance during Monday morning announcements, social media and featured on school marquee. Students and Families will be able to view House Points live as an ongoing motivation tool. | |
| Strategy's Expected Result/Impact: LJHS ADA will rise from 94.6% to 97%. | Formative |
| Staff Responsible for Monitoring: Principal, Attendance Clerk, Attendance Committee | Nov |
| Title I Schoolwide Elements: 2.4, 2.6, 3.1 | Jan |
| TEA Priorities: None | Mar |
| ESF Levers: Lever 1: Strong School Leadership and Planning | Summative |
| Problem Statements: None | June |
| Funding Sources: None | |
| Strategy 2: 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. | |
| Strategy's Expected Result/Impact: LJHS ADA will rise from 95.05% to 97%. | Formative |
| Staff Responsible for Monitoring: Principal, Attendance Committee, Attendance Clerk | Nov |
| Title I Schoolwide Elements: 2.4, 2.6 | Jan |
| TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Mar |
| ESF Levers: None | Summative |
| Problem Statements: None | June |
| Funding Sources: None | |


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


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

Strategy 4: Create systematic academic structures to encourage and incentivize attendance throughout the entire year.

| | |
|--|------------------|
| Strategy's Expected Result/Impact: LJHS ADA will rise from 94.6% to 97%. | Formative |
| Staff Responsible for Monitoring: Principal, Attendance Committee, Attendance Clerk | Nov |
| Title I Schoolwide Elements: None | Jan |
| TEA Priorities: None | Mar |
| ESF Levers: None | Summative |
| | June |

 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

| | |
|--|------------------|
| Strategy 1: Teachers and Staff will implement, use, and monitor virtual and campus-wide PBIS for all common areas including restrooms, hallway, cafeteria, and assemblies. | |
| Strategy's Expected Result/Impact: PBIS posters will be posted in all common areas throughout campus. | Formative |
| Staff Responsible for Monitoring: All Staff | Nov |
| Title I Schoolwide Elements: 2.6 | Jan |
| TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college | Mar |
| ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Summative |
| | June |
| Strategy 2: Teachers and staff will follow school-wide discipline plan including strategies for office versus classroom managed behavior, tiers of behavior and behavioral intervention strategies. | |
| Strategy's Expected Result/Impact: Decrease in discipline referrals that should be managed by classroom teacher. | Formative |
| Staff Responsible for Monitoring: All Staff | Nov |
| Title I Schoolwide Elements: 2.4, 2.5 | Jan |
| TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Mar |
| ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Summative |
| | June |

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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | |

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

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: PBIS Committee</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: 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>Strategy's Expected Result/Impact: Improved school culture and climate, decrease in discipline referrals, improved self-regulation, overall social-emotional competency.</p> <p>Staff Responsible for Monitoring: SEL Counselor, CIS social worker, campus behavior coordinator, school counselors.</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

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

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Communities in Schools, school counselors, PBIS Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |

 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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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, Amplify reports, running records, guided reading groups

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

Strategy 3: Navarro will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classroom.

| | | |
|---|--|------------------|
| <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. We will also have power walk coaching cycles every 9 weeks.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson</p> | | Formative |
| | | Nov |
| | | Jan |
| <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> | | Summative |
| | | June |
| <p>Problem Statements: None</p> | | |
| <p>Funding Sources: None</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 - 7,500 words for semester per classroom (approx. 1,500 a month)

1st grade - 20,000 words for semester per classroom (approx. 4,000 a month)

2nd grade - 50,000 words for semester per classroom (approx. 10,000 a month)

3rd grade - 105,000 words for semester per classroom (approx. 21,000 a month)

4th grade - 175,000 words for semester per classroom (approx. 35,000 a month)

5th grade - 250,000 words for semester per classroom (approx. 50,000 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 - 1,500 a month

1st - 4,000 a month

2nd - 10,000 a month

3rd - 21,000 a month

4th - 35,000 a month

5th - 50,000 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 participate in a Family Read In Night. This event is currently scheduled for November 17, 2020.

| | | |
|--|--|---|
| Strategy's Expected Result/Impact: More parents will become involved with school events. Our goal is to have 35 parents attend. | | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher | | |
| Title I Schoolwide Elements: None | Problem Statements: None | |
| TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | Funding Sources: 211 - Title I-A \$200 | |
| ESF Levers: None | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | |

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

| | |
|---|---|
| Strategy 1: Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge. Teachers will do math talks daily. | |
| Strategy's Expected Result/Impact: Administration will monitor lesson plans. Administration will also conduct a minimum of 25 powerwalks per week per admin. to assure teachers are following plans. | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers | |
| Title I Schoolwide Elements: None | |
| TEA Priorities: Build a foundation of reading and math | |
| ESF Levers: None | |
| Problem Statements: None | |
| Funding Sources: None | |
| Comprehensive Support Strategy | |
| Strategy 2: During PLC, teachers will meet weekly for planning and discuss data to improve instruction and student success. Teachers will keep their profile sheet for data comparison. | |
| Strategy's Expected Result/Impact: Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets. | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers | |
| Title I Schoolwide Elements: None | |
| TEA Priorities: Build a foundation of reading and math | |
| ESF Levers: None | |
| Problem Statements: None | |
| Funding Sources: None | |
| Comprehensive Support Strategy | |

Goal 3: All students will make progress in writing during the in 2020-2021 school year.

Performance Objective 1: In 2020-2021, 4th grade students will have an increase of 39% in STAAR meets testing scores. (from 11% of 4th grade to 50% of 4th grade).

Evaluation Data Sources: STAAR reports, Writing Rubric data

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


Strategy 3: Fourth grade teachers will provide checkpoint assessments during the Spring Semester. The data from the checkpoints will impact teacher instruction on a weekly basis.


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

Strategy 4: Kindergarten teachers will receive additional training to implement Matt Glover writing curriculum.

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

 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: Every three months, administration will have a check in and review on the different restorative strategies, that were demonstrated last year and in the 20-21 in-service. | |
| 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. | Formative |
| Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Recruit, support, retain teachers and principals | Summative |
| Funding Sources: None | June |
| ESF Levers: None | |
| Comprehensive Support Strategy | |
| Strategy 2: Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention) | |
| Strategy's Expected Result/Impact: 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. | Formative |
| Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores | Nov |
| Title I Schoolwide Elements: None | Jan |
| Problem Statements: None | Mar |
| TEA Priorities: Recruit, support, retain teachers and principals | Summative |
| Funding Sources: None | June |
| ESF Levers: None | |

Strategy 3: The 7 Mindsets lessons will be taught weekly by the classroom teacher. Teachers will have Mindset Monday meetings.

Strategy's Expected Result/Impact: Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.

Staff Responsible for Monitoring: Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, 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

Strategy 4: The Second Step lessons will be taught bi-monthly by the school counselor.

Strategy's Expected Result/Impact: Students will learn a universal SEL language.

Staff Responsible for Monitoring: Principal Juarez, Assistant Principal Gibson

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: The Navarro Equity Committee will guide teachers with a book study and discussion on Hacking with School Discipline. This will incorporate 9 ways to create a culture of empathy and responsibility with restorative justice.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Principal Juarez, Assistant Principal Gibson, Counselor Flores

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 0% No Progress





 100% 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

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

Performance Objective 3: We will provide fitness activities for students and staff to increase their overall health.

Evaluation Data Sources: fitness gram, daily schedule

| | |
|--|---|
| Strategy 1: Students will be active daily in a 20 minute recess and Physical Education three days a week. Brain breaks will be taken through out the school day. | |
| Strategy's Expected Result/Impact: Students will remain active and healthy. Improve the overall wellness of students so they are at school daily. | Formative Nov Jan Mar Summative June |
| Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers | |
| Title I Schoolwide Elements: None | |
| TEA Priorities: Recruit, support, retain teachers and principals | |
| ESF Levers: None | |
| Problem Statements: None | |
| Funding Sources: 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, in collaboration with students, families, and communities, will provide social experiences and a positive, challenging, culturally inclusive education rich in relevant academic practices, which meet the diverse needs of all students and inspire students to be lifelong learners.

Vision

Plum Creek Elementary, as a campus of innovation, will create a high performing K-5 campus while empowering learners and leaders to positively impact the world.

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, grow professionally, and ensure every student reaches 1.5 years growth in Reading and Math.

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| Goal 3 : Every student (grades K-5) will make progress in writing in 2020-2021. | 11 |
| Goal 4 : Plum Creek will provide a positive, safe, and healthy learning environment for students and staff. | 14 |

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

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 October 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

Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on power standards.

Strategy's Expected Result/Impact: 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.

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

Strategy 3: The campus will implement the instructional framework model, Fundamental Five, which will set the expectation for core instructional practices in all classrooms during the reading block.

Strategy's Expected Result/Impact: 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).

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

Team:
 La. Taylor (AP)
 Lever Leaders

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 4: Students will be encouraged to read books and meet word count goals.

Strategy's Expected Result/Impact: 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 starting September 28th. Prizes will be awarded monthly at PCEPROUD Virtual Assemblies.

Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)

Team:
J. Griebel (Principal) 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: Classroom teachers will meet monthly with RTI & Interventionist Teachers to review student data and growth. Focused lessons will be developed for Intervention/Enrichment time.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RTI Teacher, Leandra Taylor (Lead)

Team:
Lever Leaders
V. Hernandez (Interventionist)
Classroom teachers
Teacher Aides

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

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

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

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | Summative |
| | June |

 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)

Strategy 1: Teachers will provide small group math instruction to students on a daily basis which includes using math manipulatives and interactive technology programs (Dream Box) to build conceptual to abstract knowledge in math.

Strategy's Expected Result/Impact: Administration and Lever Leaders will monitor lesson plans.

Classroom teachers will provide small group math lessons 4-5 times per week.

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

Math Manipulatives 199 - General Fund \$3,000

Formative

Nov

Jan

Mar

Summative

June

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

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

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

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

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

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

| | |
|---|------------------|
| <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: None</p> | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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. | |
| <p>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.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p> | |

Strategy 2: Teachers will meet once every month during PLC meetings to analyze student writing samples using a rubric.

Strategy's Expected Result/Impact: Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 student writing samples for 5 students to faculty meetings. Students writings will be reviewed based on TEKS that have been taught.

Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.

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

Strategy 3: Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)

Strategy's Expected Result/Impact: Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.

Staff Responsible for Monitoring: Librarian, Kristin Scott (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


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


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

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

| | | |
|---|--|------------------|
| Strategy 1: Students will be recognized for attendance and academics. | | |
| Strategy's Expected Result/Impact: 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%. | | Formative |
| Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead) | | Nov |
| Team: L. Taylor (AP) A. Gamboa (Registrar) Classroom teachers | | Jan |
| Title I Schoolwide Elements: None | | Mar |
| TEA Priorities: None | | Summative |
| ESF Levers: None | | June |
| Problem Statements: None | | |
| Funding Sources: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <hr/> <p>Problem Statements: None</p> <hr/> <p>Funding Sources: Prizes 199 - General Fund \$800</p> | |

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

| | |
|--|------------------|
| <p>Strategy's Expected Result/Impact: Classrooms with 100% daily attendance will be recognized daily during announcements, assemblies, and newsletters.</p> <p>Staff Responsible for Monitoring: Asst. Principal, La. Taylor (Lead)</p> <p>Team: J. Griebel (Principal) L. Skinner (Counselor) A. Gamboa (Head Secretary/Registrar) Classroom teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <hr/> <p>Problem Statements: None</p> <hr/> <p>Funding Sources: 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>Strategy's Expected Result/Impact: Increase parent involvement on the campus from 7% to 15% participation at every event.</p> <p>Staff Responsible for Monitoring: 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 & Classroom teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: 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>Strategy's Expected Result/Impact: Maintain staff retention rate of >90%. Current retention rate was 93%.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) L. Skinner (Counselor) Lever Leaders</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: None</p> | Formative |
| | Nov |
| | Jan |
| | Mar |
| | Summative |
| | June |
| <p>Problem Statements: None</p> <p>Funding Sources: Prizes and Awards 199 - General Fund \$500</p> | |

Strategy 8: Provide SEL 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
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.

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

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


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


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

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

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

 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.

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

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

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


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

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

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

 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.

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

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

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

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

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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:

**INTERLOCAL COOPERATION AGREEMENT
BETWEEN
LOCKHART INDEPENDENT SCHOOL DISTRICT and the CITY OF LOCKHART**

This Interlocal Cooperation Agreement (“Agreement”) is made and entered into by and between Lockhart Independent School District (“Lockhart ISD”), a political subdivision acting through its Board of Trustees, and the City of Lockhart (hereinafter referred to as “the City”). Collectively, Lockhart ISD and the City may be referred to as the “Parties.”

PREMISES

WHEREAS, Chapter 791 of the Texas Government Code, as amended, entitled Interlocal Cooperation Contracts, authorizes contracts between political subdivisions for the performance of governmental functions and services;

WHEREAS, Lockhart ISD is a public school district with campuses located within the jurisdictional boundaries of the City where the City presently provides law enforcement services;

WHEREAS, Lockhart ISD and the City each find that contracting for and with respect to the governmental services described herein will result in increased efficiency, economy, and enhanced public safety for the constituents of both Lockhart ISD and the City;

WHEREAS, Lockhart ISD and the City warrant that both possess adequate legal authority to enter into this Interlocal Agreement and their respective governing bodies have authorized each signatory official to enter into this Agreement and bind the local governments to the terms of this Agreement and any subsequent amendments hereto;

NOW THEREFORE, in consideration of the mutual covenants and agreements of the Parties, it is agreed as follows:

**Article 1 LEGAL AUTHORITY AND
PURPOSE**

- 1.1 The legal authority for the City of Lockhart and the Lockhart Independent School District to enter into this agreement is the Texas Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. The purpose, terms, rights, and duties of the parties are stated below.
- 1.2 The purpose of this Agreement is to set forth guidelines to ensure that Lockhart Police Department (“LPD”) and Lockhart ISD have a shared understanding of the role and responsibility of each in maintaining safe schools, improving climate, and supporting educational opportunities for all students.
- 1.3 The mission of the SRO program is to place a community law enforcement officer in the Lockhart ISD campuses to build working relationships with schools, students, and parents; to address on-site security; to maintain safe schools; to serve as a positive role-model for student a

and to provide a direct link with the LPD.

Article 2 SRO PROGRAM
STRUCTURE

- 2.1 Under this framework, the SROs are first and foremost law enforcement officers for the City of Lockhart. The SROs shall be responsible for carrying out all duties and responsibilities of a law enforcement officer and shall remain at all times under the control, through the chain of command, of the Lockhart Police Department (the LPD). School officials should ensure that non-criminal student disciplinary matters remain the responsibility of school staff and not the SROs. Enforcement of the Student Code of Conduct is the responsibility of teachers and administrators. The SROs shall refrain from being involved in the enforcement of disciplinary rules that do not constitute violations of law, except to support staff in maintaining a safe school environment.
- 2.2 Although the SROs have been placed in a formal educational environment, the SROs retain official duties of law enforcement officers. The SROs shall intervene when it is necessary to prevent any criminal act or maintain a safe school environment. Citations shall be issued and arrests made when appropriate and in accordance with Texas law and LPD policy. The SROs or the LPD will have the final decision on whether criminal charges shall be filed. The LPD reserves the right to temporarily remove the SROs in the event that additional officers are needed during a critical incident, natural disaster or for immediate service of public safety.
- 2.3 The SROs are not formal counselors or educators, and will not act as such. However, with the agreement of the LPD, the SROs may be used as a law enforcement resource to assist students, faculty, staff, and all persons involved with the school. The SROs can be utilized to help instruct students and staff on a variety of subjects, ranging from alcohol and drug education to formalized academic classes. The SROs may use these opportunities to build rapport between the students and the staff.
- 2.4 The SROs will confer with the principal, as needed, to develop plans and strategies to prevent and/or minimize dangerous situations and criminal activity on or near the campus or involving students at school-related activities.
- 2.5 The SROs will notify the campus principal if it is necessary for them to be out-of-district during regular school hours during non-emergency situations.

Article 3 SERVICES TO BE
PROVIDED

The City, through its Police Department, will be responsible for the following:

- 3.1. Providing police officers licensed by the State of Texas for service as school resource officer (SROs) to be assigned to the Lockhart High School and Lockhart Junior High School campuses for the 2020-2021 school year.

- 3.2. SROs will be assigned on a full-time basis, forty (40) hours each work week, according to the daily schedules agreed upon by the Parties, less any scheduled vacation time, sick time, training time, court time, or any other law enforcement related activity, including emergencies.
- 3.3 The Parties acknowledge the importance of having the same SROs present in Lockhart ISD on a day-to-day basis in order to promote continuity and familiarity with Lockhart ISD and its students. To that end, the Parties agree that every effort should be made to schedule and/or designate the SROs vacation days, compensatory time, and other days off at times when school is not in session or at other times when the SROs' absences will not otherwise create an unnecessary risk or hamper school operations. The SROs will coordinate vacation hours with the principal of the school to which each SRO is assigned.
- 3.4 Should any officer assigned as an SRO during the active school year be absent for more than two consecutive school days, the LPD shall notify principal of the campus to which the SRO is assigned with the name of the officer substituting during the absence. Lockhart ISD must approve of the officer who is assigned as a substitute.
- 3.5 The SROs shall follow the policies and procedures of Lockhart ISD to the extent those policies do not conflict with the policies and procedures of the City or LPD.
- 3.6 The SROs will coordinate and cooperate with the Lockhart ISD Superintendent and other Lockhart ISD administrative staff in carrying out their day-to-day duties as SROs. The City retains final authority over the SROs' law enforcement responsibilities. The SROs may, however, take the school's wishes into consideration, as the officer deems appropriate.
- 3.7 The duties, schedule, and responsibilities of SROs on days when school is not in session shall be determined solely at the discretion of the LPD.
- 3.8 **SROs DUTIES:** The ultimate goal of the SRO is to maintain a peaceful environment that allows the learning process to continue uninterrupted. The duties to be performed by the SROs include, but are not limited to, the following:
 - a. Establish a bond and act as liaison between the LPD and school administrators and student in an effort to reduce or eliminate the opportunity for crime, project a positive image of the LPD and improve the quality of life within the school and community.
 - b. Patrolling areas within or in the vicinity of the geographical boundaries of Lockhart ISD to protect all students, personnel, and visitors.
 - c. Being a visible presence during the school day in order to assist the Lockhart ISD administration with general public safety services during school hours.
 - d. Helping Lockhart ISD administrators maintain the peace and/or address a breach of the peace as needed.

- e. Engaging in all law enforcement activities arising from the enforcement of criminal laws or Lockhart ISD policies and rules, including, but not limited to, intervening in and investigating alleged crimes or violations of Lockhart ISD rules, issuing citations, transporting arrested persons, completing follow-up activities, filing of affidavits and complaints, and participating in legal proceedings resulting from the law enforcement services provided in accordance with this Agreement. However, violations of Lockhart ISD policies and rules that are strictly personnel matters and non-criminal in nature will only be assigned to the SROs for investigation at the specific direction of the Lockhart ISD Superintendent.
- f. Responding to calls for services during the course of the regular school day or when serving in support of an official Lockhart ISD extracurricular or after-school activity.
- g. Assisting in providing security as needed for after-hour activities and events taking place at Lockhart ISD facilities.
- h. Mediating disputes on campus, including working with students to help solve disputes in a non-violent manner.
- i. Accompanying outside service providers during random canine searches conducted on Lockhart ISD property.
- j. Preventing property loss due to theft or vandalism.
- k. Providing traffic control as needed.
- l. Assisting Lockhart ISD with its Emergency Operation Plan.
- m. Assisting with school safety projects, scheduling and maintaining emergency drills, emergency response, and after-action reviews within Lockhart ISD.
- n. Providing training for staff as requested by the Lockhart ISD Superintendent.
- o. Serving as a resource for law enforcement education at the request of the Lockhart Superintendent, such as speaking to classes on the law, search and seizure, drugs, or motor vehicle laws.
- p. Maintaining the confidentiality of student records as required by the Family Educational Rights and Privacy Act. The SROs shall not disclose to the City or the LPD any other third party education records of a student which the SROs obtain by virtue of the SROs' position with the school unless such information is obtained by the SROs in the course and scope of performing their duties in accordance with this Agreement. The SROs shall not provide student education records to other law enforcement agencies informally for external investigations.

- q. Preparing reports and documentation related to events occurring within the geographic boundaries of the City of Lockhart.
- r. Participate, as necessary or requested by the District, in District or campus Threat Assessment Teams, as described by Texas Education Code § 37.115.
- s. Performing other duties that may be assigned from time to time by Lockhart ISD, provided that the duty is legitimately and reasonably related to the services as described herein and is consistent with Federal and State law, local ordinances and orders, laws applicable to Lockhart ISD, Lockhart ISD's policies, procedures, rules, or regulations relating to the subject matter of this Agreement, and the policies, procedures, rules, and regulations of the City.

3.9 When the SROs take a person into custody in the course of performing their duties on behalf of Lockhart ISD under this Agreement, Lockhart ISD shall receive notification of the incident from the City within the timeframe required by law and of the disposition of the individual to the extent allowed by law.

3.10 REPORTING DUTIES: Lockhart ISD and LPD shall maintain records of every campus-based incident resulting in police involvement. The records shall be disaggregated by:

- Description of the incident
- Names of the officials involved
- Name of student involved
- Manner in which the LPD was notified
- Searches/questioning of students
- Tickets, citations, or summonses issued
- Arrests made
- Filing of delinquency petitions, referrals to a probation officer, and other referrals to the juvenile justice system, and
- Any police action the SRO took relative to the offense.

Data shall also be disaggregated by:

- Race
- Ethnicity
- Age
- Grade
- Gender
- Disability
- English-language learner status, and
- Economically disadvantaged status.

3.11 If it is necessary to question or interview a student at school for any purpose other than a child abuse investigation, the SROs will contact the campus principal of the student's campus. The principal will:

- a. Verify and record the identity of the officer or other authority and request an explanation of the need to arrest the student at school.
 - b. Make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the SRO/designee raises criminal allegations against the student's family members, campus administration will be prohibited by the SRO/designee to notify parents/family members.
 - c. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer presents what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.
- 3.12 If a student at school is arrested or taken into custody by an SRO, the principal shall immediately notify the Lockhart Superintendent and ordinarily notify the parent or other person having lawful control of the student. If the SRO raises what the principal considers to be a valid objection to notifying the parent at that time, the principal shall not notify the parent.
- 3.13 The School District and the LPD agree that canine contraband services will be conducted by a LPD Narcotic Drug Detection Dog. The Canine Handler will coordinate with campus administration and the SRO to plan dates for the canine searches. The School District and LPD agree to conduct ten (10) searches throughout the school year for the School District at no cost to the school district. Additional Narcotic Drug Detection Dog searches will be conducted by LPD at a cost of one hundred and fifty dollars per search, not to exceed 20 additional searches and to be billed monthly. The procedures for the searches will be determined by the LPD, with input from the School District.

Article 4

GENERAL DUTIES AND RESPONSIBILITIES

- 4.1 The City agrees to perform any obligations required to maintain the SROs as commissioned law enforcement officers with full Texas peace officer status; including but not limited to, providing the SROs with any and all continuing training necessary to maintain their TCLEOSE certification.
- 4.2 The SROs assigned to Lockhart ISD shall be subject to the approval of the Lockhart ISD Superintendent and LPD. Lockhart ISD understands that the City or LPD may rotate or change any officer assigned to serve as an SRO; provided, however, that Lockhart ISD may refuse any particular officer assigned as an SRO and request assignment of a different officer.
- 4.3 Any properly licensed officer providing SRO services under this Agreement shall be vested withal powers, privileges, and immunities of a peace officer within all territory contained in the boundaries of Lockhart ISD and while on any property under the control and jurisdiction of Lockhart ISD or otherwise in the performance of his/her duties under the guidelines of Lockhart ISD policies and regulations.

- 4.4 The City will authorize the SROs to carry a weapon and act as a peace officer at all times, so long as the officer is acting under his/her official capacity. Likewise, Lockhart ISD specifically authorizes each SRO to carry a weapon in performing services at all schools and property within Lockhart ISD. When not on duty as SROs, the officers' rights to carry a firearm will be governed by provisions and rules set forth by TCOLE and the City and District Policies CKE (Legal) and GKA (Legal).
- 4.5 As City employees, any disciplinary action taken against the SROs shall follow the policy and procedure set forth in the employee handbook of the City.
- 4.6 Lockhart ISD will report all required student misconduct to the City in accordance with Texas Education Code § 37.015. The City will make all reports regarding students as required by Texas Code of Criminal Procedure Art. 15.27.
- 4.7 Subject to its obligations under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, Lockhart ISD agrees to provide the SROs with (a) unrestricted access to student and personnel records as necessary for the investigation of criminal offenses that occur on school property or in conjunction with a school event or activity, to collect certain incident-based data, or to ensure the safety and security of school campuses or events, and (b) unrestricted access to technology installed at Lockhart ISD, including surveillance cameras, to provide for safety and security. SROs shall be designated as "school officials" under Lockhart ISD Policy FL (local) for purposes of access to student records to enable the SROs to perform the duties set out in this Agreement.
- 4.8 The Parties shall each monitor, review and provide oversight and supervision of the services as they are provided and each agree to notify the other as soon as reasonably possible in the event the level or quality of any scheduling, operating, service or performance issue becomes unsatisfactory.
- 4.9 The Parties recognize that the services to be provided by the City may be limited to the extent that said services conflict with or compromise the City's ability to provide effective law enforcement services to the City generally; and, should a conflict arise between the policies of Lockhart ISD and the City, the City policy shall prevail. The Parties agree to work in good faith to resolve conflicts with their best reasonable efforts; however, should such conflicts occur which prevent the City from meeting its obligations under this Agreement, the City acknowledges such conflict constitutes good cause to terminate the Agreement.
- 4.10 The Parties agree that they will use their best reasonable efforts to coordinate media relations pertaining to law enforcement incidents and investigations occurring pursuant to this Agreement prior to the release of information whenever possible. Information will only be released by a Party in accordance with established law and its existing policies and procedures.
- 4.11 Nothing in this Agreement prevents Lockhart ISD from continuing its practice of hiring off-duty police officers to provide security at sporting events, after-hour activities, or other events. This Agreement shall not govern off-duty peace officers hired for these purposes.

Article 5
TRAINING

- 5.1 All SROs placed with the District shall complete the education and training program required by Section 1701.263, Texas Occupations Code. Such training must be completed with 120 days of placement at the District.
- 5.2 All SROs place with the District shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement in accordance with Texas Education Code § 37.0812(a).
- 5.3 All SROs place with the District shall complete a Texas Education Agency-approved training on the use of a bleeding control station in accordance with Texas Education Code § 38.030(b)(3)(B).

Article 6
FINANCIAL RESPONSIBILITIES & EQUIPMENT

- 6.1 The City shall provide the SROs with all wages, salaries, or other compensation, and benefits of similarly-situated and classified employees of the City. The City shall also be directly responsible for the payment of all payroll taxes, bond costs, retirement contributions, overtime, social security taxes, if any, and all other payroll expenses.
- 6.2 Lockhart ISD will be responsible for reimbursing the City at the end of school year for the SRO's salary and benefits as the approved school calendar of student in person learning plus two additional days as set out in Exhibit A. In addition, Lockhart ISD will be responsible for reimbursing the City of Lockhart at the end of the school year for the police supervisor's salary and benefits for 30% of approved school calendar plus two additional days. Lockhart ISD agrees to reimburse the City of Lockhart for the cost of two vehicles as detailed in Exhibit A and the cost for uniform and equipment for two officers as detailed in Exhibit A.
- 6.3 The City shall keep and maintain accurate records of dates of service and the hours served by the SROs. The City shall be responsible for calculating and documenting the charge for services rendered pursuant to this Agreement. With 48-hour notice, the City shall promptly provide Lockhart ISD with access to all time calculation records maintained by the City for any SRO services provided pursuant to this Agreement.
- 6.4 Overtime hours that relate to SRO duties must be authorized and approved by the Lockhart ISD Superintendent prior to the performance of the overtime work and will be paid in accordance with procedures established by the City. The Parties acknowledge that emergency situations or unscheduled events may require overtime hours for the SROs without advanced notice. Should such emergency or unplanned event occur, the SROs shall notify the Superintendent the next work day, or as soon as practicable. Excluding emergencies and unplanned events, if the SROs fail to obtain such permission for overtime hours, the City will be responsible for the costs of any overtime compensation to the SROs.

- 6.5 Lockhart ISD will pay for any additional SRO training that Lockhart ISD may require unrelated to TCOLE training requirements.
- 6.6 The Parties agree to provide the following equipment and materials to the SROs:
- a. The City shall furnish the SROs with all equipment routinely assigned to law enforcement personnel who serve the City. The City will maintain and service all equipment used by the SROs in providing services to Lockhart ISD. Equipment includes, but is not limited to, uniforms, computers and computer equipment, firearms, radios, and all other devices used by the City law enforcement personnel in the performance of their duties. City will also provide a fully equipped patrol car to each SRO.
 - b. Lockhart ISD will provide the SROs with office space on school property, a telephone, computer, and other office equipment to perform duties under this Agreement, and as mutually agreed by the Parties. Lockhart ISD will provide the SROs with a map and personnel roster for each campus and Central Office.
 - c. The Lockhart ISD will provide the SROs with access to its facilities as needed to conduct law enforcement business regarding the securing of evidence in crimes and interviewing individuals in connection with a criminal investigation into crimes conducted on school property on in conjunction with a school event or activity.

Article 7

RELATIONSHIP BETWEEN THE PARTIES

- 7.1 Notwithstanding any provision to the contrary herein, this Agreement is a contract for and with respect to the performance of governmental functions by governmental entities. The relationship of Lockhart ISD and the City shall, with respect to that part of any service or function undertaken as a result of or pursuant to this Agreement, be that of independent contractors.
- 7.2 Nothing contained herein shall be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, joint ventures, or any other similar such relationship.
- 7.3 Officers employed by the City and assigned by the LPD to serve as SROs at Lockhart ISD are and will remain City employees.
- 7.4 The City shall have no liability whatsoever for or with respect to Lockhart ISD's use of any Lockhart ISD property or facility, or the actions of, or failure to act by, any employees, subcontractors, agents or assigns of Lockhart ISD. Lockhart ISD covenants and agrees that:

- a. Lockhart ISD shall be solely responsible, as between Lockhart ISD and the City and the agents, officers and employees of the City, for and with respect to any claim or cause of action arising out of or with respect to any act, omission, or failure to act by Lockhart ISD or its agents, officers, employees, and subcontractors, while on Lockhart ISD property or while using any Lockhart ISD facility or performing any function or providing or delivering any service undertaken by Lockhart ISD pursuant to this Agreement.
 - b. For and with respect to the services to be provided by the City to Lockhart ISD pursuant to this Agreement, Lockhart ISD hereby contracts, covenants, and agrees to obtain and maintain in full force and effect, during the term of this Agreement, a policy or policies of insurance, or risk pool coverage, reasonably expected to insure Lockhart ISD and its agents, officers, and employees from any and against any claim, cause of action or liability arising out of or from the action, omission, or failure to act by Lockhart ISD, its agents, officers, employees, and subcontractors in the course of their duties.
- 7.5 Lockhart ISD shall have no liability whatsoever for or with respect to the City's use of any City property or facility, or the actions of, or failure to act by, any employees, subcontractors, agents, or assigns of the City. The City covenants and agrees that:
- a. The City shall be solely responsible, as between the City and Lockhart ISD and the agents, officers, and employees of the Lockhart ISD, for and with respect to any claim or cause of action arising out of or with respect to any act, omission, or failure to act by the City or its agents, officers, employees, and subcontractors, while on the City's property or while using the any of the City's facilities or performing any function or providing or delivering any service undertaken by the City pursuant to this Agreement.
 - b. For and with respect to the services to be provided by the City to Lockhart ISD pursuant to this Agreement, the City hereby contracts, covenants, and agrees to obtain and maintain in full force and effect, during the term of this Agreement, a policy or policies of insurance, or risk pool coverage, in the amounts sufficient to insure the City and its agents, officers, and employees from and against any claim, cause of action, or liability arising out of or from the action, omission, or failure to act by the City, its agents, officers, employees, and subcontractors in the course of their duties.
- 7.6 It is specifically agreed that, as between the Parties, each party to this Agreement shall be individually and respectively responsible for responding to, dealing with, insuring against, defending, and otherwise handling and managing liability and potential liability pursuant to this Agreement.
- 7.7 Each party hereto reserves and does not waive any immunity or defense available to it at law or in equity as to any claim or cause of action whatsoever that may arise or result from the services provided and/or any circumstance arising under the Agreement. Neither Lockhart ISD nor the City waive, modify, or alter to any extent whatsoever the availability of the defense of governmental immunity under the laws of the State of Texas on behalf of itself, its trustees, council members, officers, employees, and agents.

- 7.8 No term or provision of this Agreement shall benefit or obligate any person or entity not a party to it. This Agreement shall not be interpreted nor construed to give to any third party the right to any claim or cause of action, and neither the City nor Lockhart ISD shall be held legally liable for any claim or cause of action arising pursuant to, or out of the services provided under, this Agreement except as specifically provided herein or by law. The Parties hereto shall cooperate fully in opposing any attempt by any third person or entity to claim any benefit, protection, release, or other consideration under this Agreement.
- 7.9 Nothing in this Agreement shall be deemed to extend, increase or limit the jurisdiction or authority of any of the City or Lockhart ISD except as necessary to implement, perform and obtain the services and duties provided for in this Agreement. Save and except only as specifically provided in this Agreement, all governmental functions and services traditionally provided by Lockhart ISD, and all governmental and proprietary functions and services traditionally provided by the City, shall be and remain the sole responsibility of each such party.

Article 8
TERM

- 8.1 The initial term of this Agreement shall commence on August 1, 2020, and continue through June 30, 2021, and shall automatically renew for an annual term commencing on August 1st, thereafter, unless terminated earlier, in writing, by either party.
- 8.2 If the City wishes to renew this Agreement subject to a change in Lockhart ISD's annual payment for the SROs' salaries and related costs, the City shall provide Lockhart ISD with written notice of that requested change, including a revised Summary of Calculations for Costs, no later than April 1st of the calendar year. Unless Lockhart ISD notifies the City in writing of its agreement to the change in annual payment by June 15th, the Agreement between the City and Lockhart ISD shall terminate at the end of the term.
- 8.3 After the initial annual term of this Agreement, Lockhart ISD and the City will agree on the annual amount payable for the SROs' salaries and related costs by executing an agreed upon Summary of Calculations for Costs.
- 8.4 This Agreement may be terminated at any time by either Party, without cause, by giving the other party a minimum of sixty (60) days written notice of its intention to terminate, such notice to be delivered by hand or U.S. Certified Mail to the other party.
- 8.5 This Agreement may be terminated by either Party, for cause, by the giving the other party a minimum of thirty (30) days written notice of its intention to terminate, such notice to be delivered by hand or U.S. Certified Mail to the other party.
- 8.6 In the event the Parties are unable to reach a mutual agreement on the terms of the Memorandum of Understanding described in Article 3 above by August 1st of the annual term, any Party will have cause to terminate its participation in the Interlocal Agreement by giving the other Parties a minimum of thirty (30) days written notice of its intention to terminate, such notice to be delivered by hand or U.S. Certified Mail to the other party.
- 8.7 Termination will not relieve Lockhart ISD of its obligation to pay the City for any amounts due and payable for services performed prior to termination. Lockhart ISD is not obligated for any costs or payments that accrue after the termination of this Agreement.

ARTICLE 9
NOTIFICATIONS

9.1 All correspondence and communications regarding this Agreement shall be directed to:

CITY OF LOCKHART
Attn: Chief of Police

LOCKHART INDEPENDENT SCHOOL DISTRICT
Attn: Superintendent of Schools

9.2 Notices provided pursuant to this Agreement must be in writing and hand-delivered or sent by certified mail, return receipt requested.

ARTICLE 10
MISCELLANEOUS PROVISIONS

10.1 If any portion of this Agreement shall be deemed void or invalid, the remaining portions of the Agreement shall continue in full force and effect.

10.2 This Agreement represents the entire Agreement between the Parties, and it supersedes any prior understanding or written or oral agreement relating to the subject matter herein. This Agreement may not be modified, altered, changed, or amended, except by written agreement of the Parties.

10.3 This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall be in Caldwell County, Texas unless otherwise mandated by law.

10.4 No Party shall assign or otherwise transfer its interest in this Agreement without the express written permission of the other Party.

10.5 This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall be considered fully executed when all parties have executed an identical counterpart, notwithstanding that all signatures may not appear on the same counterpart.

10.6 By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by their governing body in order to enter into and perform the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum of Understanding as of the _____ day of September 2020.

CITY OF LOCKHART, TEXAS

By _____
Lew White, Mayor, City of Lockhart

ATTEST:

By _____
Connie Constancio, TRMC City
Secretary/Administration Services Mgr.

LOCKHART INDEPENDENT SCHOOL DISTRICT

By _____
Steve Johnson, President, LISD School Board

ATTEST:

By _____
Tom Guyton, Secretary, LISD School Board