

**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, December 14, 2020 – 6:30 PM**

Notice is hereby given that on December 14, 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. Recognitions
 - A. Honoring Chief Financial Officer Tina Knudsen -- Retiring after 25 dedicated years of service to Lockhart ISD
5. Public Comment
6. Public Hearing
 - A. Public Hearing to Discuss the School Financial Integrity Rating System of Texas (FIRST) Rating for 2020-2021 3
 - B. Public Hearing to discuss Alma Brewer Strawn Elementary School and Bluebonnet Elementary School Targeted Improvement Plans 5
7. COMMUNICATION/ACTION
 - A. Consider and/or Approve Targeted Improvement Plans for Alma Brewer Strawn Elementary School and Bluebonnet Elementary School 8
 - B. Consider and/or Approve LHS Innovative Course Addition for School Year 2021-2022 10
 - C. Consider and/or Approve Revised 2020-2021 Academic Calendar with designated asynchronous days 12
 - D. Consideration and possible action to adopt Board Resolution relating to COVID-19 Pandemic Staff Retention Incentive Stipend 16
8. 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) specifically to discuss:
 1. Superintendent's Performance Review
9. BUSINESS: CONSENT AGENDA
 - A. Approval of Minutes:
 1. November 16, 2020 20
 - B. Review Tax Collection Report 24
 - C. Review Cash Investments Report 27
10. COMMUNICATION:
 - A. Student Demographic Projections Report 30
 - B. Career and Technical Education (CTE) Program Report 32
 - C. Progress Monitoring Data on District Achievement Targets 34
 - D. District Improvement Plan and Campus Improvement Plan Formative Review Update 36

E. 2021-2022 Budget Planning Calendar	214
F. Purchase of Band Uniforms	217
G. Board President and Superintendent Teacher Forum Update	219
11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*	
12. BENEDICTION	
13. ADJOURNMENT	

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

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Texas Government Code Section:

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

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

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or,
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On this day of Friday, December 11, 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

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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RECOMMENDED MOTION:

Notice of Public Hearing

Lockhart Independent School District will hold a Public Hearing in conjunction with its regularly scheduled meeting at 6:30 p.m., Monday, December 14, 2020 at the
M.L. Cisneros Education Support Center
2nd Floor, Room 200
419 Bois D'Arc
Lockhart, TX 78644

The purpose of this meeting is to present and receive input on the Targeted Improvement Plans for Alma B Strawn Elementary School and Bluebonnet Elementary School.

Aviso de Audiencia Pública

El Distrito Escolar Independiente de Lockhart llevará a cabo una audiencia pública junto con su reunión programada regularmente a las 6:30 p.m., el lunes 14 de diciembre de 2020 en

Centro de Apoyo Educativo M.L. Cisneros
Segundo Piso, Sala 200
419 Bois D'Arc
Lockhart, TX 78644

El propósito de esta reunión es presentar y recibir comentarios sobre los planes de mejora específicos para Alma B Strawn Elementary School and Bluebonnet Elementary School.

Lockhart Independent School District Board of Trustees

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RECOMMENDATION:

RECOMMENDED MOTION:



Lockhart Independent School District

2020-2021
Academic
Calendar

AUGUST 2020							SEPTEMBER 2020							OCTOBER 2020							NOVEMBER 2020							DECEMBER 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	<23>	<24>	25	26	27	28	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31		
30	31																																	
3 New to the Profession							7 Labor Day Holiday							9 Staff Development							23-27 Thanksgiving Break							4 Asynchronous Day						
4-5 New Employee Orientation														12-13 Holiday Districtwide							23-24 Teacher Flex Day < >							18 Early Release Districtwide						
6-21 Staff Dev. /Plan & Prep																												18 Asynchronous/Plan & Prep (.5)						
24 First Day of School																												21-31 Christmas Break						
T= 18 SD= 12 S= 6							T= 21 SD= 0 S= 21.0							T= 20 SD= 1 S= 19							T= 18 SD= 0 S= 16							T= 14 SD= 0.5 S= 13.5						

JANUARY 2021							FEBRUARY 2021							MARCH 2021							APRIL 2021							MAY 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28							28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
31																												30	31					
1-4 Christmas Break							12 Staff Development							5 Asynchronous Day							2 Good Friday Holiday							26 Early Release-HS ONLY						
5 Staff Dev.(.5)/Plan & Prep(.5)							15 President's Day Holiday							15-19 Spring Break							12 Plan & Prep							27 Early Release Districtwide						
14-15 Early Release -HS ONLY							15 Make-up/Bad Weather Day ☁														12 Make-up/Bad Weather Day ☁							27-28 Plan & Prep (1.5)						
18 Martin Luther King Holiday																					30 Asynchronous Day													
29 Asynchronous Day																																		
T= 18 SD= 1 S= 17							T= 19 SD= 1 S= 18							T= 18 SD= 0 S= 18							T= 21 SD= 1 S= 20							T= 20 SD= 1.5 S= 18.5						

JUNE 2021							JULY 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

- New Employee Orientation
- New to the Profession
- Plan and Prep Day
- Staff Development Day
- Holiday -Districtwide
- Early Release - High School ONLY
- Early Release -Districtwide
- Make-up/Bad Weather Day ☁

Students		Teachers	
1st Term/Sem:	83.5 days	1st Day of School	24-Aug
2nd Term/Sem:	83.5 days	1st Term/Sem Ends:	15-Jan
Instructional Days	167 days	2nd Term/Sem Begins:	19-Jan
1st Term/Sem:	100 days	Last Day of School:	27-May
2nd Term/Sem:	87.0 days	Staff Development Days	18.0
Teacher Days	187 days		

Board Approved 1/21/20
Board Revised 7/22/20

- Grading Reporting Period
- Teacher Flex Day
- First Day of School
- Asynchronous Day

	Student	Teacher	Staff Development	<u>1st Semester</u>	Days
August	6.0	18.0	12.0	Student	75.5
September	21.0	21.0	0.0	Teacher	91.0
October	19.0	20.0	1.0	Staff Dev.	13.5
November	16.0	18.0	0.0		
December	13.5	14.0	0.5		
January	8.0	9.0			

	Student	Teacher	Staff Development	<u>2nd Semester</u>	Days
January	17.0	18.0	1.0	Student	91.5
February	18.0	19.0	1.0	Teacher	96.0
March	18.0	18.0	0.0	Staff Dev.	4.5
April	20.0	21.0	1.0		
May	18.5	20.0	1.5		
June	0.0	0.0	0.0		

Total Days	
Student	167
Teacher	187.0
Staff Dev.	18.0

diff based on state minimum

	min	days	YRLY MIN	bell time	minutes	days
carver (pk)	425	170	72250	7:40am-2:45pm	39850	93.76470588
elem	465	167	77655	7:30am-3:00pm	2055	4.419354839
secondary	465	167	77655	8:45am -4:15pm	2055	4.419354839
secondary	465	167	77655	8:55am -4:30pm	2055	4.419354839

Pre-K			Elementary			LJHS			LHS		
		Min			Min			Min			Min
7:40	8:40	60	7:20	8:30	70	8:35	9:45	70	8:50	10:00	70
8:40	9:40	60	8:30	9:30	60	9:45	10:45	60	10:00	11:00	60
9:40	10:40	60	9:30	10:30	60	10:45	11:45	60	11:00	12:00	60
10:40	11:40	60	10:30	11:30	60	11:45	12:45	60	12:00	1:00	60
11:40	12:40	60	11:30	12:30	60	12:45	1:45	60	1:00	2:00	60
12:40	1:40	60	12:30	1:30	60	1:45	2:45	60	2:00	3:00	60
1:40	2:40	60	1:30	2:30	60	2:45	3:45	60	3:00	4:00	60
2:40	2:45	5	2:30	3:05	35	3:45	4:20	35	4:00	4:35	35
		425			465			465			465

minimum instruction minutes 75600 at least 420 min per 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:

**A RESOLUTION OF THE
LOCKHART INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

WHEREAS, the Lockhart Independent School District (the “District”) has always been and will remain committed to providing the best possible educational opportunities for its students while at the same time being good stewards of its resources;

WHEREAS, due to the COVID-19 global pandemic, Lockhart ISD staff members have faced unprecedented challenges in providing instruction to students and carrying out the operations of the District simultaneously in virtual and physical space;

WHEREAS, due to the COVID-19 global pandemic, Lockhart ISD staff members have assumed and will continue to assume additional or increased duties, beyond their normal job duties;

WHEREAS, these challenges and a number of other factors have contributed to attrition, declining morale, and increased stress and burnout among school district personnel in Lockhart ISD and nationwide;

WHEREAS, the Lockhart Independent School District Board of Trustees believes that the District’s educational mission and thus its public purpose is served by retaining its committed, experienced and skilled staff members; and

WHEREAS, the Lockhart Independent School District Board of Trustees finds that establishing a COVID-19 Pandemic Staff Retention Incentive Program for all permanent staff will further the District’s stated public purpose, and as set forth herein, and will establish sufficient controls to ensure that this public purpose and the attendant benefit to the District is achieved.

NOW, THEREFORE, BE IT RESOLVED :

That the Lockhart ISD COVID-19 Pandemic Staff Retention Incentive Program will provide a one-time salary supplement to each permanent staff member in the 2021 Spring semester, for additional duties performed due to the COVID-19 Pandemic, as follows:

- a. Payment will be in the amount of 1% of the qualifying employee’s 2020-2021 annual salary;
- b. Individuals must be employed by the District on the date of distribution.

BE IT FINALLY RESOLVED that the Superintendent of Schools is authorized by the Board to take such actions necessary and appropriate to implement the intent of this Resolution.

PASSED, APPROVED, AND ADOPTED BY THE BOARD OF TRUSTEES OF THE LOCKHART INDEPENDENT SCHOOL DISTRICT, this 14th day of December, 2020, as follows:

Ayes: _____ Nays: _____ Abstentions: _____

Signed: _____

Steve Johnson,
President, LISD Board of Trustees

Attested to: _____

Warren Burnett,
Secretary, LISD Board of Trustees

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, November 16, 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 Carl Cisneros, Becky Lockhart, Tom Guyton, Michael Wright and Warren Burnett.
2. Invocation was given by Trustee Guyton
3. Pledge of Allegiance
4. Recognition
 - A. LISD #LockhartLeading Strategic Planning Winner Christopher Simons
 - B. EdCampLock Leaders Suzanne Gaddis, Kristi Visage, Deborah Hilton, and Chi Rocha
5. Public Comment
None.
6. COMMUNICATION/ACTION:
 - A. Canvass November 3, 2020 Single District Member Election Results

District #1	Absentee	EV	ED	Grand Total
Dr. Barbara Sanchez	133	790	237	1160
Lisa Goerlitz	47	410	89	546

District #2	Absentee	EV	ED	Grand Total
Laurie Lay	72	708	154	934
Raymond "Rene" Rayos	75	722	185	982

District #3	Absentee	EV	ED	Grand Total
Nick Metzler	85	1088	173	1346
Samuel Lockhart	141	1287	235	1663

District #4	Absentee	EV	ED	Grand Total
Warren Burnett	166	1804	305	2275

"I, Steve Johnson, Board President of Lockhart Independent School District, Texas, met with the Board of Trustees sitting as the canvassing board to canvass the general election of November 3rd, 2020 on November 16th, 2020 at Lockhart, Caldwell County Texas.

I certify that the figures on the tally sheets correspond with figures on the returns."

Trustee Guyton made the motion that the board approve the results as read. Trustee Wright seconded the motion. The motion carried, 6-0.

- B. Presentation of Plaque(s) of Appreciation to Outgoing Member(s)
 - C. Administer Oath of Office to Newly Elected Trustee for District #1 Position
 - D. Administer Oath of Office to Newly Elected Trustee for District #2 Position
 - E. Administer Oath of Office to Newly Elected Trustee for District #3 Position
 - F. Administer Oath of Office to Newly Elected Trustee for District #4 Position
7. 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; and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices): specifically to discuss:
 - 1. Reorganization of Officers of the School Board
 - 2. Superintendent's Performance Review

The Board of Trustees on Monday, November 16, 2020 convened at 7:20 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 7:55 PM on Monday, November 16, 2020. No votes, decisions, or actions were taken while in closed session.

8. COMMUNICATION/ACTION:

- A. Consider and/or Approve Reorganization of Officers of the School Board

Trustee Guyton made the motion to approve Steve Johnson as President, Michael Wright for Vice President and Warren Burnett as Secretary. After further discussion, Trustee Guyton's motion was amended to vote for each individual office.

Trustee Guyton made the motion that the LISD Board of Trustees approve Steve Johnson as President. Trustee Burnett seconded the motion. The motion carried, 7-0.

Trustee Guyton made the motion that the LISD Board of Trustees approve Michael Wright for Vice President. Trustee Johnson seconded the motion. The motion carried, 7-0.

Trustee Guyton made the motion that the LISD Board of Trustees approve Warren Burnett as Secretary. Trustee Wright seconded the motion. The motion carried, 7-0.

9. Business: Consent Agenda

- A. Approve Technology and Instructional Materials Allotment (TIMA) Committee Recommendations
B. Approve Budget Amendments
C. Review Tax Collection Report
D. Review Cash Investments Report

Trustee Wright made the motion to approve the consent agenda as presented. Trustee Burnett seconded the motion. The motion carried, 7-0.

10. COMMUNICATION:

- A. Progress Monitoring Data on District Achievement Targets

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

- B. Special Education Update

This presentation was given by Melissa Corona, Director of Special Programs. No action was taken.

11. COMMUNICATION/ACTION:

- A. Approve Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2020

Trustee Guyton made the motion to approve the the Comprehensive Annual Financial Report for the fiscal year ended June 30, 2020 be approved as presented. Trustee Lockhart seconded the motion. The motion carried, 7-0.

- B. Consider and/or Approve purchase in excess of \$50,000 to contract with Education Solution Services (ESS) South Central, LLC.

The Administration recommended no action be taken.

- C. Consider and/or Approve Lockhart ISD COVID-19 Substitute Teacher Stipend Resolution

Trustee Wright made the motion that the LISD Board of Trustees approve the Lockhart ISD COVID-19 Substitute Stipend Resolution as presented. Trustee Sanchez seconded the motion. The motion carried, 7-0.

- 12. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*
- 13. BENEDICTION was given by Trustee Burnett
- 14. ADJOURNMENT was at 9:41p.m. by Board President Steve Johnson
- 15. Superintendent's Performance Review-clerical error-

Steve Johnson, Board President

Warren Burnett, Board Secretary

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

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PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

NOVEMBER 2020

	November	Prior Months	TOTAL	PRIOR YEAR
2020 Tax Collection	\$1,208,285.13	\$745,168.96	\$1,953,454.09	\$2,076,699.38
2019 & Prior Collection	\$46,908.71	\$526,328.48	\$573,237.19	\$409,405.30
Total Tax Collection =	\$1,255,193.84	\$1,271,497.44	\$2,526,691.28	\$2,486,104.68

note: Above figures include penalties and interest collected

2020 Original Levy \$20,925,978.58

November 30, 2020 Percent of 2020 Tax Collected 9.35%

November 30, 2019 Percent of 2019 Tax Collected 10.26%

November 30, 2018 Percent of 2018 Tax Collected 10.49%

November 30, 2020 - Balance of Delinquent Tax \$2,084,491.66

November 30, 2019 - Balance of Delinquent Tax \$1,675,094.15

November 30, 2018 - Balance of Delinquent Tax \$1,510,044.74

Corrections made to Current Tax Roll (\$21,309.16)

Corrections made to Delinquent Tax Roll \$46,539.72

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$7,312.21

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
Chief Appraiser
Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

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RECOMMENDATION:

RECOMMENDED MOTION:

**Lockhart ISD
Cash Investments Report
As of November 30, 2020**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 2,279,131	\$ 13,360,982	\$ 3,011,430	\$ 18,651,543
Redemption Fund			\$ 2,148	\$ 2,148
Interest & Sinking Fund	\$ 455,319	\$ 1,010,012	\$ 466,506	\$ 1,931,837
Payroll			\$ 1,219,360	\$ 1,219,360
School Nutrition	\$ 6,667	\$ 752,019	\$ 211,738	\$ 970,423
Maintenance Debt Service			\$ 15,026	\$ 15,026
District Funds	\$ 2,741,116	\$ 15,123,014	\$ 4,926,207	\$ 22,790,337
C.D. Marshall JHS Scholarship		\$ 31,688		\$ 31,688
G.F. Hudnall Scholarship		\$ 15,560		\$ 15,560
J.M. Moore Scholarship		\$ 24,936		\$ 24,936
L. White Scholarship		\$ 14,085		\$ 14,085
Mary Barron Canning Sanders Schol.		\$ 6,000		\$ 6,000
Fiduciary Funds			\$ 12,320	\$ 12,320
Burditt Scholarship		\$ 9,798		\$ 9,798
Hazelett Scholarship		\$ 655		\$ 655
Roland Endowment Scholarship				\$ -
Canning Engineering Scholarship		\$ 24,559		\$ 24,559
Mohle Scholarship		\$ 10		\$ 10
Top Ten Scholarship	\$ 176,197		\$ 2,364	\$ 178,561
Scholarship Funds	\$ 176,197	\$ 127,290	\$ 14,684	\$ 318,171
Monthly rate in Bank/Pool:	0.10%	0.13%	1.01%	

Earnings from Temporary Investment Budget Amount (General Fund)	\$ 175,000.00
Earnings Realized	\$ 106,262
Budget Balance (Interest received in excess of budget)	\$ 68,739

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:

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District

District Improvement Plan

2020-2021 Formative Review with Notes



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

<p>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 .</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors Accountability and Assessment Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>	<p>Nov November Evidence of Progress</p>  <p>Protocol has been established. We have met 4 times for Principal PLC where principals have had the time to review data and create action plan. Data is available in a shared Principal Data folder that they have access to.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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>Nov November Evidence of Progress</p>  <p>The focus for Principal PLCs and Principal weekly meetings for the months of Aug. through Nov. have been on Lesson Frames. The percentile rates for the window between Aug. 24th-Nov. 10th are: Lesson Frames 74%, FSGPT 9% and Critical Writing at 23%. We did not reach our goals of "great" but are confident about the improvements that have been made since the beginning of the year especially with a new learning environment to plan for with a combination of face to face and virtual learners.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

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.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors

Title I Schoolwide Elements: 2.4, 2.6

Nov

November Evidence of Progress



For Istation approximately 90% of students, both virtual and face-to-face, have taken assessments (ISIP) monthly in September, but the targets were set in October. From that completion rate we have found 51% for PK-5 are on track for 1.5 years growth. For Ren Learn approximately 70% of students, both virtual and face-to-face, have taken assessments monthly in September, but the targets were set in October. From that completion rate we have found 37% for 6-8 are on track for 1.5 years growth.

Jan

January Evidence of Progress

Mar


March Evidence of Progress

June

June Evidence of Progress

 No Progress

 Accomplished

 Continue/Modify



 Discontinue

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

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

<p>Strategy 1: Provide diagnostic testing three times a year (BOY, MOY, EOY) to measure student progress in interventions.</p> <p>Strategy's Expected Result/Impact: The results will be utilized to measure improvements resulting in an increase in the MOY and EOY results.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction; Directors</p>	<p>Nov November Evidence of Progress  BOY data for ISIP shows 51% of students in PK-5 are Tier I. NEED AMPLIFY DATA</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Interventionists will be placed on K-5 elementary campuses to assist targeted support for struggling learners.</p> <p>Strategy's Expected Result/Impact: The additional intervention support on each campus will result in an increase in monthly tier movement .</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p>	<p>Nov November Evidence of Progress  For ISIP in October and November, we had an increase from 49% to 50% in Tier 2, increase from 23% to 26% in Tier 2, and a decrease from 28% to 24% in Tier 3.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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





Nov	November Evidence of Progress RtI Toolkits have been provided to all campuses. Between October and November in ISIP, we showed a decrease from 28% to 24% in Tier 3.
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress

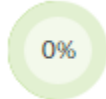
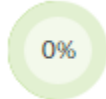
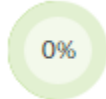












 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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



<p>Strategy 1: Provide teacher training in two of the five foundational VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology - SAMR).</p> <p>Strategy's Expected Result/Impact: Establish baseline data for the incorporation of the SAMR Model into lesson design.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction; Directors</p>	<p>Nov November Evidence of Progress</p> <p> Training provided to all teachers at the beginning of the year and through the Learn and Lead Tuesday offerings. Baseline data in observing SAMR for reading and math: Substitution - 64%, Augmentation - 16%, Modification - 12%, and Redefinition - 0%. No tech usage was found to be 8%.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide targeted administrator training to strengthen understanding, monitoring and observation of the VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology-SAMR).</p> <p>Strategy's Expected Result/Impact: Creation of classroom observation system for monitoring VIP Tenets.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors; TIMs</p>	<p>Nov November Evidence of Progress</p> <p> As part of Principal PLC, administrators have had 3 trainings on components of Fundamental 5. SAMR training has not been completed.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

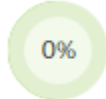





<p>Strategy 3: Create a VIP Cohort Advisory Group to assist in the planning of a two year professional development plan</p> <p>Strategy's Expected Result/Impact: Creation of a two year professional development plan to include training on all five tenets of VIP Model</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p>	<table border="0"> <tr> <td data-bbox="1260 73 1365 211"> <p>Nov</p>  </td> <td data-bbox="1386 73 2026 211"> <p>November Evidence of Progress</p> <p>First advisory meeting scheduled for December 3rd.</p> </td> </tr> <tr> <td data-bbox="1260 227 1365 284"> <p>Jan</p> </td> <td data-bbox="1386 227 2026 284"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 300 1365 357"> <p>Mar</p> </td> <td data-bbox="1386 300 2026 357"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 373 1365 430"> <p>June</p> </td> <td data-bbox="1386 373 2026 430"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>First advisory meeting scheduled for December 3rd.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>June</p>	<p>June Evidence of Progress</p>								
<table border="0"> <tr> <td data-bbox="462 454 672 503">  No Progress </td> <td data-bbox="756 454 987 503">  Accomplished </td> <td data-bbox="1071 454 1344 503">  Continue/Modify </td> <td data-bbox="1428 454 1638 503">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

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)









<p>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.</p> <p>Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in math for all students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors, Accountability and Assessment Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	<p>Nov November Evidence of Progress</p>  <p>Protocol has been established. We have met 4 times for Principal PLC where principals have had the time to review data and create action plan. Data is available in a shared Principal Data folder that they have access to.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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<p>Strategy 3: In grades PK-8, students will utilize a computer adaptive learning software called Istation (PK), DreamBox (K-1), and Ren Learning (2-8).</p> <p>Strategy's Expected Result/Impact: Monitoring of growth rate in math 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>Nov November Evidence of Progress</p> <p> For Istation, we have found 92% in Tier 1, 4% in Tier 2, and 4% in Tier 3. For DreamBox, we have found for 26% for K-1 are on track for 1.5 years growth. For Ren Learn, we have found 53% for 2-8 are on track for 1.5 years growth.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: In grades 2-5, students will utilize Reflex Math to accelerate automaticity in math.</p> <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>Nov November Evidence of Progress</p> <p> We started the year with 16% of our students at 80% fluency and for November we had an increase to 29% of students at 80% fluency.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 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








<p>Strategy 1: Provide teacher training in two of the five foundational VIP Tenets (Fundamental 5 and Innovation & Leveraging Technology - SAMR).</p> <p>Strategy's Expected Result/Impact: Establish baseline data for the incorporation of the SAMR Model into lesson design.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction; Directors</p>	<p>Nov November Evidence of Progress</p> <p> Training provided to all teachers at the beginning of the year and through the Learn and Lead Tuesday offerings. Baseline data in observing SAMR for reading and math: Substitution - 64%, Augmentation - 16%, Modification - 12%, and Redefinition - 0%. No tech usage was found to be 8%.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
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Goal 3: For the 2020-2021 school year, all students taking the English II STAAR EOC will meet STAAR progress measure requirements. (DUE TO CANCELLATION OF STAAR IN SPRING 2020 BECAUSE OF COVID-19, THIS GOAL CANNOT BE MEASURED BUT APPLICABLE STRATEGIES WILL STILL BE MONITORED.)

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. (DUE TO CANCELLATION OF STAAR IN SPRING 2020 BECAUSE OF COVID-19, THIS PERFORMANCE OBJECTIVE CANNOT BE MEASURED BUT APPLICABLE STRATEGIES WILL STILL BE MONITORED.)

Evaluation Data Sources: STAAR 2021 English II EOC Results

<p>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.</p> <p>Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in reading for all students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Curriculum and Instruction Directors Accountability and Assessment Coordinator</p>	<p>Nov November Evidence of Progress</p>  <p>Protocol has been established. We have met 4 times for Principal PLC where principals have had the time to review data and create action plan. Data is available in a shared Principal Data folder that they have access to.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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<p>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> <p>NOTE: Students will continue to use the program but due to inability to measure STAAR growth, we will monitor all 9th and 10th graders who will be taking English I and II.</p> <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>Nov November Evidence of Progress As of November, 51% of 9th graders and 56% of 10th graders are on track to meet 1.5 growth in reading.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p> <p></p>
<p>Strategy 4: The District will refine common checkpoint assessments by ensuring that they are cumulative and by lengthening the data collection cycle .</p> <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>Nov November Evidence of Progress Checkpoints are now created at campus level but benchmarks are being created at district level. Data will be reported based on benchmarks.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan</p>	<p>Nov November Evidence of Progress</p> <p> We have met 4 times for Principal PLC where principals have had the time to review data disaggregated by various student groups and create action plans. Data is available in a shared Principal Data folder that they have access to. Closing the Gaps domain data is incorporated into campus action plans on a monthly basis. Although more emphasis has been placed on EL and SPED student groups as part of Principal PLC, more qualitative data is needed to determine whether campus PLCs are focusing on this as well.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Academic growth in reading and math for students identified as EL and SPED.</p> <p>Staff Responsible for Monitoring: Assistant superintendent of curriculum and instruction, Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan</p>	<p>Nov November Evidence of Progress</p> <p> As part of Principal PLCs and Learn and Lead Tuesdays, emphasis has been placed on EL and SPED student groups. Differentiation strategies are also incorporated into professional development sessions.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 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.

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL/Federal Programs Director, Bilingual/ESL instructional coaches, Curriculum directors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p>	<table border="0"> <tr> <td style="text-align: center;">Nov</td> <td style="text-align: center;">November Evidence of Progress</td> </tr> <tr> <td style="text-align: center;"></td> <td>Although fall learning opportunities have been presented as part of Learn and Lead Tuesday's on improving English language proficiency, more focused training will be developed for the spring to include modules for incorporating ELPS with Fundamental 5 that will be recorded and shared. Additional focus will be placed on training administrators to be able to provide additional support to campus staff.</td> </tr> <tr> <td style="text-align: center;">Jan</td> <td style="text-align: center;">January Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">Mar</td> <td style="text-align: center;">March Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">June</td> <td style="text-align: center;">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Although fall learning opportunities have been presented as part of Learn and Lead Tuesday's on improving English language proficiency, more focused training will be developed for the spring to include modules for incorporating ELPS with Fundamental 5 that will be recorded and shared. Additional focus will be placed on training administrators to be able to provide additional support to campus staff.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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June	June Evidence of Progress										
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 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

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer, Deputy Superintendent, Director of Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> Lockhart ISD HR staff and principals attended the virtual job fair at Texas State and UTRGV. Have established a relationship with the chair of the bilingual department at Texas State. This has allowed us to hire an applicant for a vacant bilingual position for the second semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase number of educational major students touch points and therefore potential viable applicants to Lockhart ISD.</p> <p>Staff Responsible for Monitoring: Human Resources Director</p>	<p>Nov November Evidence of Progress</p> <p> Have maintained our current internship blocks with Texas State, but as well have entered into a grant opportunity with Texas State and U.S. Prep to have 13 year long internships and are reviewing the opportunity to increase this model to include a bilingual model for the 2021-2022 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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.

Nov

November Evidence of Progress



Lockhart ISD HR staff and principals attended the virtual job fair at Texas State and UTRGV. Have established a relationship with the chair of the bilingual department at Texas State. This has allowed us to hire an applicant for a vacant bilingual position for the second semester. Have an Indeed account, post positions on appropriate organization websites, and continue to use social media to promote jobs in Lockhart ISD.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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

Nov

November Evidence of Progress



We are in the process of creating an equity committee made up of staff, parents, and community members to review our current practices in the district to determine needs and appropriate changes in practices as we focus on increasing our applicant pool and retention of a diverse staff.

Jan







January Evidence of Progress

Mar

March Evidence of Progress



June



June Evidence of Progress

<p>Strategy 5: Continue to enhance benefits to staff.</p> <p>Strategy's Expected Result/Impact: Improve staff retention and satisfaction, increased retention rates</p> <p>Staff Responsible for Monitoring: Chief financial officer, Human Resources Director</p>	<p>Nov November Evidence of Progress</p> <p> Have district wide staff meetings and a forum was held for teachers on December 1, 2020. Based on that information have been able to provide staff with a technology stipend, created a stipend to pay teachers when splitting class sizes, and added asynchronous days to provide staff with the opportunity to plan and prep during the heavy lift of face-to-face and virtual learners.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <p>Strategy's Expected Result/Impact: Increase in new to the district teacher retention for the 2020-2021 school year by 25%.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Elementary and Secondary, Campus Principals, Campus Assistant Principals.</p>	<p>Nov November Evidence of Progress</p> <p> We have been able to hold 4 out of the 6 new to the profession meetings. Trained mentors for new to the profession teachers and check-in with them monthly to insure that they are supporting the new to the profession staff. Sent all new to the profession teachers goodie bags to welcome them to the district in August and sent snacks to their campus for the last two meetings as we met virtually. Campuses continue to support the new to the profession staff by holding monthly group and individual meetings with this particular group of staff.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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.

<p>Strategy 1: Provide quality staff development based on an annual needs assessment.</p> <p>Strategy's Expected Result/Impact: Increased percent of students scoring meets and masters on state assessments.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, and Elementary Director for Curriculum and Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>Provided staff professional development prior to the start of school to establish expectations and updates for staff for the 2020-2021 school year. Tuesday afternoon teachers have the opportunity join a variety of professional development provided by the C&I team. Teachers have the opportunity to choose PD that is relevant to their needs. C&I produces an elementary weekly newsletter with tips, tricks, and suggestions that allow teachers to implement right away should they choose. Continue to hold monthly teacher advisory meetings to allow teachers a voice in areas of support they might have.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Implement walk-through plans on a regular basis to ensure high quality instruction in each instructional setting in the district.</p> <p>Strategy's Expected Result/Impact: Improvement of Tier 1 instructional practices. Improved student academic performance.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Deputy Superintendent, Assistant Superintendent of C&I</p>	<p>Nov November Evidence of Progress</p>  <p>All administrators complete 25 walkthroughs a week. Administrators have completed one coaching cycle with staff based on the data collected during the walkthroughs based on instructional practices.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Campus administrators will hold a minimum of 2 coaching cycles with all teaching staff for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher retention.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, and Campus Administrators</p>	<p>Nov November Evidence of Progress</p> <p> All administrators complete 25 walkthroughs a week. Administrators have completed one coaching cycle with staff based on the data collected during the walkthroughs based on instructional practices.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher retention.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Assistant Superintendent for Curriculum and Instruction, and Directors</p>	<p>Nov November Evidence of Progress</p> <p> Tuesday afternoon teachers have the opportunity join a variety of professional development provided by the C&I team. Teachers have the opportunity to choose PD that is relevant to their needs. C&I produces an elementary weekly newsletter with tips, tricks, and suggestions that allow teachers to implement right away should they choose. Continue to hold monthly teacher advisory meetings to allow teachers a voice in areas of support they might have. Campus staff provide professional development based on teacher need on a weekly basis on their campus.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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.

Staff Responsible for Monitoring: Director of Bilingual, Gifted and Talented Coordinator, Campus Principals

Nov

November Evidence of Progress



Partnered with Texas State to provide a ESL workshop to support teachers on obtaining their ESL certification. Continue to provide a reimbursement program for teachers that obtain their ESL certification.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress



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 3: Communicate and invite collaborative input in decision making.

Evaluation Data Sources: Local Data Sources

<p>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.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction, increase teacher retention for the 2020-2021 school year</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Communication and Community Services, Principals</p>	<p>Nov November Evidence of Progress</p>  <p>Continue to provide staff with emails from the superintendent to update information occurring in the district. Since the beginning of the school year Superintendent Estrada held 2 district wide virtual staff meetings and 2 thought exchanges to continue to create a system to provide information and receive feedback from staff. One teacher forum was held on December 1, with both in person and virtual options. As a leadership team we continue to provide opportunities for our district leaders to learn and grow in the ways we communicate, support, and respond to staff needs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease teacher turnover for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent</p>	<p>Nov November Evidence of Progress</p>  <p>Staff forum was held on December 1, 2020. Roughly 65 elementary staff participated and 25 secondary staff.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease teacher turnover for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Director of Human Resources</p>	<p>Nov November Evidence of Progress This will occur in January 2021</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Implement stay interviews after the first 45 days and 130 days to determine satisfaction of new employees.</p> <p>Strategy's Expected Result/Impact: Decrease teacher turnover for the 2020-2021 school year.</p> <p>Increase administrative leadership to positively impact staff retention and student achievement. Highlight any internal deficiencies that need to be improved in orientating new employees and therefore impacting retention and employee morale.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction HR Director</p>	<p>Nov November Evidence of Progress The 45 day stay satisfaction survey was not implemented in October 2020. The human resources department will send out a modified version to encapsulate the 45 and 130 day survey in January 2021.</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Reasons employees are choosing to separate from the district. Increase teacher retention for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Human Resources Director</p>	<p>Nov November Evidence of Progress Ongoing</p> <p> 40%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

<p>Strategy 1: Conduct training on Tuesdays by C&I Team and/or Classroom Teachers in targeted training areas.</p> <p>Strategy's Expected Result/Impact: The professional development offerings will have a 50% increase in attendance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p>	<p>Nov November Evidence of Progress</p> <p> A total of 76 sessions were offered from August 25 through the end of November. Attendance ranged from 1 to 60 participants. A decrease in attendance has been observed so after conversations with staff it was determined that we need to restructure training delivery.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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






<p>Strategy 1: The district/campuses will communicate and provide examples based on each leadership theme for a span of three months.</p> <p>Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director for Communication and Community Services, Campus Administration</p>	<p>Nov November Evidence of Progress</p> <p> The district opted to being with the theme "Locked on Excellence" and articulated a new competency each month in September, October, and November. Staff had the ability to nominate staff and the lucky winner was provided with a jeep to drive for a month. December we rolled out "Lockheart for People" with the first two competencies communicated for both December and January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director for Communication and Community Services, Campus Administration</p>	<p>Nov November Evidence of Progress</p> <p> The district opted to being with the theme "Locked on Excellence" and articulated a new competency each month in September, October, and November. Staff had the ability to nominate staff and the lucky winner was provided with a jeep to drive for a month. December we rolled out "Lockheart for People" with the first two competencies communicated for both December and January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Coordinator for Safety and Security, District Safety Task Force, District Audit Team</p>	<p>Nov November Evidence of Progress Audit completed and submitted, November 2020.</p> <p> 100%</p> <p>Jan January Evidence of Progress</p> <p> 100%</p> <p>Mar March Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: District Safety Task Force committee will 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Coordinator for Safety and Security</p>	<p>Nov November Evidence of Progress The District Safety Task Force met on August 12, 2020 and October 14, 2020. The district's EOP was reviewed and the district audit approved.</p> <p> 60%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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> <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>Nov November Evidence of Progress</p> <p> New to the district staff received CRASE and SRP training on August 4, 2020. Campuses trained staff on School Guard and the SRP no later than September 15, 2020.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Provide proactive disaster drills as outlined in the district emergency operations plan.</p> <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>Nov November Evidence of Progress</p> <p> All campuses have completed the required monthly drills to date.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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>Nov November Evidence of Progress</p> <p> School resources officers are assigned Lockhart High School and Lockhart Junior High School. They participate in the daily monitoring and support of the overall safety of the campuses.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

Evaluation Data Sources: Federal/State/Local Data Services

<p>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.</p> <p>Strategy's Expected Result/Impact: By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.</p> <p>Staff Responsible for Monitoring: SEL Counselor, Deputy Superintendent, campus administration, and campus counselors.</p>	<p>Nov November Evidence of Progress</p> <p> All campuses have implemented and continue to promote the 7 Mindsets curriculum. Counselors continue to work with both face-to-face and virtual students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All staff will receive training on Trust Based Relational Intervention therapeutic model.</p> <p>Strategy's Expected Result/Impact: Compliance with the District trauma informed care program policy to allow campus staff to appropriately support students emotional needs.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Campus Administrators</p>	<p>Nov November Evidence of Progress</p> <p> District leadership staff were trained on the Trust Based Relational therapeutic model on July 30, 2020. All campus staff were trained on the Trust Based Relational therapeutic model on Monday, August 17, 2020.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Provide students with appropriate programming in the areas of suicide prevention, conflict resolution, and violence prevention through lunch seminars, class meetings, and group sessions.</p> <p>Strategy's Expected Result/Impact: By increasing overall support for the emotional well being of students, student attendance and academic achievement will increase.</p> <p>Staff Responsible for Monitoring: SEL Counselor, Principals, campus counselors, and Deputy Superintendent.</p>	<p>Nov November Evidence of Progress</p> <p> Counselors have created and maintained a website with the option for students to submit a form if they have immediate concerns. Counselors continue to provide emotional support for students on campus and virtual both in one-on-one sessions and in group settings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester.</p> <p>Strategy's Expected Result/Impact: Increased safety awareness</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Campus Administrators</p>	<p>Nov November Evidence of Progress</p> <p> Any students identified with drug or alcohol infractions at school will have the opportunity to participate in drug and alcohol counseling through Bluebonnet Trails. Plans are in place</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Lockhart ISD will post and implement a policy addressing child abuse, neglect, and sexual abuse of children.</p> <p>Strategy's Expected Result/Impact: By protecting the students we serve in turn we will see an increase in student academic achievement and attendance</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	<p>Nov November Evidence of Progress</p> <p> All policies and handbooks are updated with the information required by law and posted on the Lockhart ISD website.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

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

Staff Responsible for Monitoring: Campus Principals and Campus Counselors

Nov



November Evidence of Progress

All students and staff have received notification of the updates in the appropriate handbooks.

Jan



January Evidence of Progress

Mar



March Evidence of Progress

June

June Evidence of Progress

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

Evaluation Data Sources: PEIMS Attendance Data



<p>Strategy 1: The district will participate in the E3 Alliance program Missing School Matters committee.</p> <p>Strategy's Expected Result/Impact: Increase attendance, decrease tardies, and increase student achievement.</p> <p>Monitor attendance rates to compare attendance the week before campaign messages are sent versus the week after messages are sent.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Executive Director of Communication and Community Services</p>	<p>Nov November Evidence of Progress</p>  <p>The Missing School Matters committee has been changed to ACE Task Force. One meeting was held on November 11, 2020. Districts represented were able to share concerns with attendance and COVID. Our current attendance rate is 92.26 which is down 3.19 percentage points. Currently the district is being held harmless for attendance rates. This is slated to change for the second semester so campuses are continuing to work with campus staff, students, and parents to improve student attendance.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Identify, investigate, and take appropriate action towards students who are repeatedly absent.</p> <p>Strategy's Expected Result/Impact: Increase District attendance rates</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Campus Administrators</p>	<p>Nov November Evidence of Progress</p>  <p>Campus administration is working to identify students that are chronically absent and develop plans for them to either return in person or insure that students have the capability to attend virtually.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Support the School Health Advisory Council (SHAC) in efforts to promote health, safety, nutrition and overall wellness for students and staff.</p> <p>Strategy's Expected Result/Impact: Improve wellness for students and staff</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Health Services Coordinator</p>	<p>Nov November Evidence of Progress</p> <p> The SHAC committee has held two meetings this school year on October 5 and November 9. Items discussed were COVID-19 protocols, how to increase membership for committee, flu shot clinics, type 2 diabetes screening, and community in schools update to name a few.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Health services will coordinate with E3 Alliance to provide Flu vaccines for all Lockhart ISD students and staff.</p> <p>Strategy's Expected Result/Impact: By insuring every child receives a flu shot the rate of illnesses will decrease and attendance will increase.</p> <p>Monitor attendance rates from the 2019-2020 school year and the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent and Health Services Coordinator</p>	<p>Nov November Evidence of Progress</p> <p> Flu shot clinic for students was held on October 22 and 23. 381 students received flu shots at these clinics. Staff flu shots were October 14, 15, and 16. 205 staff members took advantage of this opportunity.</p> <p>Jan January Evidence of Progress</p> <p> </p> <p>Mar March Evidence of Progress</p> <p> </p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Evaluation Data Sources: Local Data Sources

<p>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.</p> <p>Strategy's Expected Result/Impact: Continue to strengthen relationships between school and parents and increase parents participation in their child's education.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Federal Programs Director, Campus Principals</p>	<p>Nov November Evidence of Progress</p>  <p>Notification was sent out to parents in September 2020 providing information to parents on opportunities to serve and participate in the district. This communication resulted in an increase in parent involvement on the SHAC committee and the DAC committee. Campuses continue to communicate to parents on ways parents can actively participate in their child's school. COVID-19 has impacted the opportunity to volunteer at campus events, but has allowed more parents to participate in virtual meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in social media metrics.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications and Community Services and Campus Administration.</p>	<p>Nov November Evidence of Progress</p>  <p>The district has made a total of 465,000 impressions on Twitter from August 1 - November 30, 2020, with 1,963 followers. The district had 6,075 Facebook followers on August 1, 2020. The district increased that to 6,235 Facebook followers by November 30, 2020. The district had 5,835 Facebook likes on August 1, 2020. The district currently has 5,987 likes.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

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.

Staff Responsible for Monitoring: Bilingual/ESL Federal Programs Director, the Executive Director of Communications and Community Services, and Campus Administration.

Nov

November Evidence of Progress



The district has been intentional about communications that are sent to parents being in both English and Spanish. Even making sure that creation of videos on how to change things like method of instruction is clearly communicated in both languages. We continue to work on documents on line in both languages. This is an on going goal.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress



No Progress



Accomplished



Continue/Modify



Discontinue

Lockhart Independent School District
Alma Brewer Strawn Elementary
2020-2021 Formative Review with Notes

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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

<p>Strategy 1: Teachers will provide guided reading instruction to students on a weekly basis using leveled literacy library books.</p> <p>Strategy's Expected Result/Impact: 1.5 years of growth in reading as measured and monitored with running records, Istation, and checkpoints.</p> <p>Increase growth in all performance levels of checkpoints (approaches, meets and masters).</p> <p>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</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<table border="0"> <tr> <td data-bbox="1260 454 1365 487">Nov</td> <td data-bbox="1512 454 1911 487">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 487 1365 600"></td> <td data-bbox="1386 487 2016 682">Guided reading instruction using level reading books was delayed due to teacher training . Some teachers started their guided reading in November. New to the profession are finalizing their guided reading training. Teacher's individual comfort level in meeting with students in small group was also a factor.</td> </tr> <tr> <td data-bbox="1260 698 1365 730">Jan</td> <td data-bbox="1512 698 1911 730">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 779 1365 812">Mar</td> <td data-bbox="1512 779 1911 812">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 860 1365 893">June</td> <td data-bbox="1512 860 1911 893">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 893 1365 990"></td> <td></td> </tr> </table>	Nov	November Evidence of Progress		Guided reading instruction using level reading books was delayed due to teacher training . Some teachers started their guided reading in November. New to the profession are finalizing their guided reading training. Teacher's individual comfort level in meeting with students in small group was also a factor.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress		
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Jan	January Evidence of Progress												
Mar	March Evidence of Progress												
June	June Evidence of Progress												
													

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF**
Levers: Lever 5: Effective Instruction - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Nov **November Evidence of Progress**

 We have done very well in collaborating to analyze student data to help guide student interventions. We have had three RTI meetings to help discuss student progress and address any changes to their interventions.

Jan **January Evidence of Progress**

Mar **March Evidence of Progress**

June **June Evidence of Progress**


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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF**
Levers: Lever 5: Effective Instruction - **Comprehensive Support Strategy - Additional Targeted Support Strategy**



Nov **November Evidence of Progress**



 We have established norms, scheduled dates, and met weekly PLC to analyze student data and discuss instructional practices.



Jan **January Evidence of Progress**

Mar **March Evidence of Progress**

June **June Evidence of Progress**

<p>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> <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> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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</p>	<p>Nov November Evidence of Progress</p>  <p>We have implemented three of the five instructional practices (framing the lesson, work on the power zone, and frequent, small group, purposeful talk). We will continue to focus on these strategies to ensure consistent implementation across all levels.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Students will be encouraged to read books, complete, and pass at least 1 Accelerated Reader test per week.</p> <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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>All students can participate and have access to AR resources (including digital resources). About 70% of students participating in AR take weekly test.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<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.</p> <p>Strategy's Expected Result/Impact: Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the literacy nights were a positive experience.</p> <p>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</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>An event for parents of tier 3 students was held concurrently with our November 14 Saturday tutoring session. Parents shared the challenges their students/families have been facing. We also discussed ways to support student learning at home.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: Special education teachers will monitor student progress and review student reading data to make informed decisions in addressing individual student goals.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Special Education Teachers, Spencer Jones (Lead) and Tamara Oakley</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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</p>	<p>Nov November Evidence of Progress</p>  <p>The two special education teachers are new to the campus and one is new to the profession. They continue to received training and assistance from the district special education department. They are collaborate with each teacher and review student reading progress. The next step is to have special education teachers join us during PLCs to analyze and discuss progress and ways to support students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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.</p> <p>Strategy's Expected Result/Impact: Improve LPAC committee decisions directly impacting student success.</p> <p>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</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>The committee of bilingual teachers only met once during the first semester. A follow up meeting is scheduled in January. However, the student academic data has been discussed during PLCs by all grade level teachers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Students in Tier 2 and Tier 3 will participate in additional tutoring/enrichment opportunities to address their areas of growth offered on Saturdays.</p> <p>Strategy's Expected Result/Impact: Students will make progress in checkpoints and student learning programs.</p> <p>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 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>All Tier 3 students have been receiving additional support with interventionist and RTI specialist. The RTI committee has met three times this year to discuss progress for students in Tier 3 .</p> <p>We offered one Saturday tutoring/enrichment half-day session on Nov. 14. The December session was canceled due to the pandemic. We will resume Saturday sessions when campus and district personnel feels it is safe to meet.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


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

Strategy's Expected Result/Impact: The quality of guided reading instruction and questioning will improve, directly impacting student learning and achievement.

The quality of questions turned into the campus principal will report an increase in rigor based on questioning rubric.

Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva,
Assistant Principal, Kassie Russell
Director of Elementary Curriculum, Faith Pope

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

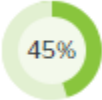



Nov	November Evidence of Progress
	The majority of teachers have received and finalized their training in December. Several new to the profession teachers will finalize their training in January.
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress

 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

<p>Strategy 1: Teachers will engage students in math talks daily to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Questions posted on lesson plans, exit tickets, and administrators will target walkthroughs during math talks.</p> <p>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</p> <p>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</p>	<p>Nov November Evidence of Progress</p>  <p>Through teacher conversations and walkthrough data, we feel math talks with students have not been as consistent. This goal has been prioritized through frequent, small group purposeful talk in the coming month.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Students will complete the five recommended weekly lessons in Dreambox.</p> <p>Strategy's Expected Result/Impact: Teachers will review weekly reports to ensure students are meeting their required weekly minutes.</p> <p>Administration will monitor student usage weekly.</p> <p>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</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>Students have completed an average of 5.9 lesson a week for the month of November.</p> <p>Jan January Evidence of Progress</p>  <p>Mar March Evidence of Progress</p>  <p>June June Evidence of Progress</p>

<p>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.</p> <p>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</p> <p>Coaching cycles will occur for all teachers every month in order to increase the effectiveness of Tier 1 instruction.</p> <p>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</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>We have implemented three of the five instructional practices (framing the lesson, work on the power zone, and frequent, small group, purposeful talk). We will continue to focus on these strategies to ensure consistent implementation across all levels.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Strawn will host a math event each semester to support parents to encourage, promote and help students to development mastery of math skills at home.</p> <p>Strategy's Expected Result/Impact: Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the math nights were a positive experience.</p> <p>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</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>We did not host a school wide event to support math support at home. Teachers have provided parents ongoing support through different means (emails, Seesaw activities, phone calls, and video conferences) to help support students in math at home.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Nov

November Evidence of Progress

The two special education teachers are new to the campus and one is new to the profession. They continue to received training and assistance from the district special education department. They collaborate with each and teacher and review student math progress. The next step is to have special education teachers join us during PLCs to analyze and discuss progress and ways to support students.

Jan


January Evidence of Progress


Mar


March Evidence of Progress

June

June Evidence of Progress

 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

<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to make informed decisions that directly impact language development and instruction supports.</p> <p>Checkpoint data will show individual student progress that aligns with language development, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Kassie Russell RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), 3-5 Bilingual classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<table border="0"> <tr> <td style="text-align: center;">Nov</td> <td style="text-align: center;">November Evidence of Progress</td> </tr> <tr> <td style="text-align: center;"></td> <td>The final trainings for teachers on SIOP instructional strategies was finalized in December. The academic/linguistic profiles will be prepared in January and teachers will revise their time and treatment schedule to accommodate student's language proficiency levels.</td> </tr> <tr> <td style="text-align: center;">Jan</td> <td style="text-align: center;">January Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">Mar</td> <td style="text-align: center;">March Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">June</td> <td style="text-align: center;">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		The final trainings for teachers on SIOP instructional strategies was finalized in December. The academic/linguistic profiles will be prepared in January and teachers will revise their time and treatment schedule to accommodate student's language proficiency levels.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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 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.

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Kassie Russell Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<table border="0"> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td></td> <td>Teachers have established clubs and met with students regularly. The safety and lego clubs will start in January.</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Teachers have established clubs and met with students regularly. The safety and lego clubs will start in January.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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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 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.

<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p> <p> All new to profession teachers have a mentor and meet regularly to address individual needs.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<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> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Most teachers have been participating in a variety of leadership opportunities that demonstrate and share their talents. New to profession teachers will have opportunities in the spring semester. We felt new to profession teachers needed to get acquainted to their new role and environments in the first semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 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.

<p>Strategy 1: Students will be celebrated at each monthly assembly for AR, attendance, growth in reading and math, and exemplifying the 7 mindsets.</p> <p>Strategy's Expected Result/Impact: Celebrating students will increase students' social emotional health and maintain a positive school climate.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell, Rebecca Pillie, and Misty Hinckley</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<table border="0"> <tr> <td style="text-align: center;">Nov</td> <td style="text-align: center;">November Evidence of Progress</td> </tr> <tr> <td style="text-align: center;"></td> <td>Students and staff participated in an assembly in October recognizing their work, effort, and academic work. The next assembly is scheduled for December.</td> </tr> <tr> <td style="text-align: center;">Jan</td> <td style="text-align: center;">January Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">Mar</td> <td style="text-align: center;">March Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">June</td> <td style="text-align: center;">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Students and staff participated in an assembly in October recognizing their work, effort, and academic work. The next assembly is scheduled for December.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Mar	March Evidence of Progress										
June	June Evidence of Progress										
<p>Strategy 2: Teachers will share celebrations during meetings to inform staff of the work done by students, staff, and parents.</p> <p>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.</p> <p>The "Leading the Pride" award will be used to measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	<table border="0"> <tr> <td style="text-align: center;">Nov</td> <td style="text-align: center;">November Evidence of Progress</td> </tr> <tr> <td style="text-align: center;"></td> <td>Teachers have an opportunity to share their experiences with their peers during every PLC and staff meeting.</td> </tr> <tr> <td style="text-align: center;">Jan</td> <td style="text-align: center;">January Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">Mar</td> <td style="text-align: center;">March Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">June</td> <td style="text-align: center;">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Teachers have an opportunity to share their experiences with their peers during every PLC and staff meeting.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue								

Lockhart Independent School District
Bluebonnet Elementary
2020-2021 Formative Review with Notes

Mission Statement

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

Vision

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

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Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.	12



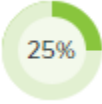

Goals

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

<p>Strategy 1: Students will be identified using data from Istation and checkpoints into Tier 1, 2, 3 groups for intervention/ enrichment/ tutoring time daily.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead- RTI/intervention lead teacher, Jessica Cruz, and Interventionist, Sarah Bobb</p> <p>Teachers (All) Principal, Belinda Vasquez Assistant Principal, Monica Saldivar</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>All intervention and RTI times have been scheduled for students K-5. All tier movement. Oct 46% Tier 1, 24% Tier 2, 30% Tier 3.</p>
	<p>Jan January Evidence of Progress</p>  <p>All intervention and RTI times have been scheduled for students K-5. All Tier 1 movement from November to December increased. November was 45%- to December 48%.</p>
	<p>Mar March Evidence of Progress</p>
	<p>June June Evidence of Progress</p>

<p>Strategy 2: All teachers will use guided reading or daily tutoring time as the main focus (85%) of their ELAR instructional time.</p> <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 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> 75% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating writing.</p> <p>Jan January Evidence of Progress</p> <p> 82% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating critical writing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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> <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 - 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>	<p>Nov November Evidence of Progress</p> <p> PLC schedule is weekly and teams are meeting with intentional focus strategies and TEK objective.</p> <p>Jan January Evidence of Progress</p> <p> According to feedback from teachers in late November, teachers needed more time for planning. PLC's were adjusted to meet every other week at same conference times. Aligned with objective skill and an intentional focus.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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 .

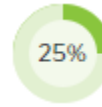
Strategy's Expected Result/Impact: The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage 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.

Staff Responsible for Monitoring: Administration and all team leads will monitor daily using power walks.

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

Nov

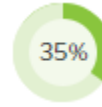
November Evidence of Progress



Lesson Frame- 77% (below good target of 85)
 Power zone - 74% (just below target of 75%)
 Small group purposeful talk- 8% (below goal of 70%)
 Recognize and Reinforce- 50% (above great target of 40%)
 Critical Writing- 27% (above good target of 15%)

Jan

January Evidence of Progress



Lesson Frame- 82% (just below good target of 85%)
 Power zone - 76% above great target of 75%
 Small group purposeful talk- 12% (below goal of 70%)
 Recognize and Reinforce- 45% (above great target of 40%)
 Critical Writing- 22% (above good target of 15%)

Mar

March Evidence of Progress

June

June Evidence of Progress

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

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.

Staff Responsible for Monitoring: All teachers will monitor their data walls.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Comprehensive Support Strategy**

Nov

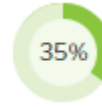
November Evidence of Progress



All teachers have data walls in their classrooms, 50% of teachers have them updated and use them for student data folders.

Jan

January Evidence of Progress



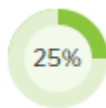
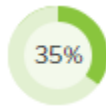






All teachers have data walls in their classrooms, 75% of teachers have them updated and use them for student data folders

Mar

March Evidence of Progress

June

June Evidence of Progress

<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> <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>Nov November Evidence of Progress</p> <p> Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP1- Approaches- 40 %, Meets- 20%, Masters 0%.</p> <p>Jan January Evidence of Progress</p> <p> Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP1- Approaches- 40 %, Meets- 20%, Masters 0%. CP2- Approaches- 40%, Meets- 30%, Masters 20%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3 - Student Learning 2 - School Culture and Climate 1 - School Processes & Programs 4, 5 - Staff Quality, Recruitment, and Retention 2 - Perceptions 4, 5 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1, 2 - Technology 1</p>	<p>Nov November Evidence of Progress</p> <p> All intervention and RTI times have been scheduled for students K-5. All tier movement. Oct 46% Tier 1, 24% Tier 2, 30% Tier 3</p> <p>Jan January Evidence of Progress</p> <p> All Tier 1 movement from November to December increased. November was 45%- to December 48%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

Nov	November Evidence of Progress
	63% of walkthroughs during Guided Math time show students are working individually or in small groups for math. Due to covid restrictions on close contact, teachers are having difficulty with how to make this a priority safely.
Jan	January Evidence of Progress
	74% of walkthroughs during Guided Math time show students are working individually or in small groups for math. Due to covid restrictions on close contact, teachers are having difficulty with how to make this a priority safely.
Mar	March Evidence of Progress
	
June	June Evidence of Progress


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.

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

Nov **November Evidence of Progress**
 Administration has conducted 619 walk throughs. Low rigor is 39%, medium rigor at 23%, high rigor 2%

Jan **January Evidence of Progress**
 Administration has conducted 655 walk throughs. Low rigor is 43%, medium rigor at 39%, high rigor 3%.

Mar **March Evidence of Progress**

June **June Evidence of Progress**

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

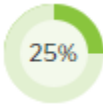
Strategy's Expected Result/Impact: Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS.


Administrator will facilitate each PLC on Thursdays for each grade level. All campus norms set by teachers will be respected in followed.

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.

Staff Responsible for Monitoring: Teachers/PLC facilitator

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

Nov **November Evidence of Progress**
 PLC schedule is weekly and teams are meeting with intentional focus strategies and TEK objective. 2 out of 6 grade levels have a PLC math objective as thier focus for current cycle 2.

Jan **January Evidence of Progress**
 According to feedback from teachers in late November, teachers needed more time for planning. PLC's were adjusted to meet every other week at same conference times. Aligned with objective skill and an intentional focus. 2 out of 6 grade levels have a PLC math objective as thier focus for current cycle 3

Mar **March Evidence of Progress**

June **June Evidence of Progress**

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.

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.

Staff Responsible for Monitoring: All teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Nov

November Evidence of Progress



Lesson Frame- 77% (below good target of 85)
 Power zone - 74% (just below target of 75%)
 Small group purposeful talk- 8% (below goal of 70%)
 Recognize and Reinforce- 50% (above great target of 40%)
 Critical Writing- 27% (above good target of 15%)

Jan

January Evidence of Progress



Lesson Frame- 82% (just below good target of 85%)
 Power zone - 76% above great target of 75%
 Small group purposeful talk- 12% (below goal of 70%)
 Recognize and Reinforce- 45% (above great target of 40%)
 Critical Writing- 22% (above good target of 15%)

Mar

March Evidence of Progress

June

June Evidence of Progress

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

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.

Staff Responsible for Monitoring: All classroom Teachers will monitor their data walls.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **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 - **Comprehensive Support Strategy**

Nov

November Evidence of Progress



All teachers have data walls in their classrooms, 50% of teachers have them updated and use them for student data folders. Math data included Dreambox growth 21%.

Jan

January Evidence of Progress



All teachers have data walls in their classrooms, 75% of teachers have them updated and use them for student data folders. Math data included Dreambox growth of 29%.

Mar

March Evidence of Progress

June



June Evidence of Progress

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

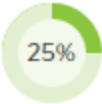



Nov	November Evidence of Progress
	Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP1- Approaches- 54 %, Meets- 9%, Masters 0%.
Jan	January Evidence of Progress
	Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP2- Approaches- 55%, Meets- 36%, Masters 21%.
Mar	March Evidence of Progress
June	June Evidence of Progress

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

<p>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.</p>	<p>Nov November Evidence of Progress  Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets.</p> <p>Jan January Evidence of Progress  Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	<p>Nov November Evidence of Progress  All teachers have data walls in their classrooms, 50% of teachers have them updated and use them for student data folders. 3 Math reflex fluency parties in 5th grade.</p> <p>Jan January Evidence of Progress  All teachers have data walls in their classrooms, 75% of teachers have them updated and use them for student data folders. 4 Math reflex fluency parties in 5th grade.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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.

Strategy's Expected Result/Impact: Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%.

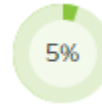
Staff Responsible for Monitoring: Counselor, Christie Contreras will monitor.

Team includes PBIS committee, and Impact Committee

Title I Schoolwide Elements: 2.5, 2.6, 3.1

Nov

November Evidence of Progress



Due to covid this year attendance has not increased. It has taken a decrease each month. Currently at 91.90

Jan

January Evidence of Progress



Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Dec. 4, 2020 our campus is at 92.68 increased from Oct. 30

Mar

March Evidence of Progress

June

June Evidence of Progress

No Progress

Accomplished





Continue/Modify




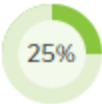
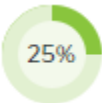

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Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.


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


Evaluation Data Sources: ADA reports daily and weekly

<p>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> <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>Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently at 91.90</p> <p>Jan January Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Dec. 4, 2020 our campus is at 92.68 increased from Oct. 30</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Administration will use Perfect Attendance awards and brag tags to collect each month.</p> <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 - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently at 91.90</p> <p>Jan January Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Dec. 4, 2020 our campus is at 92.68 increased from Oct. 30</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Classroom and grade levels will be recognized for 100% attendance weekly.</p> <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>Nov November Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently at 91.90</p> <p>Jan January Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Dec. 4, 2020 our campus is at 92.68 increased from Oct. 30</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has decreased each month. Currently at 91.90</p> <p>Jan January Evidence of Progress</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has increased each month. Currently at 92.68</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Bluebonnet staff will be recognized by administration for Perfect Attendance and will be awarded a prize each month.</p> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- October 6 teachers had perfect attendance.</p> <p>Jan January Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- December 4 teachers had perfect attendance.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

 No Progress

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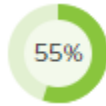
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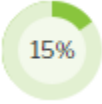
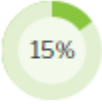

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Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

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

Evaluation Data Sources: mentor meetings
 admin meetings
 pd
 teacher survey

<p>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.</p> <p>Strategy's Expected Result/Impact: Power Walk coaching data every 6 weeks will show a strength in the classroom management area.</p> <p>Staff Responsible for Monitoring: Principal, Belinda Vasquez</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p>  <p>Coaching support system implemented and started for all teachers. Teachers set goals and objectives they wanted to work on. First round of coaching conversations started in October. Low rigor is 39%, medium rigor at 23%, high rigor 2%</p>
	<p>Jan January Evidence of Progress</p>  <p>Coaching support system implemented and started for all teachers. Increase in rigor and high yield strategies from Second round of coaching conversations started in December. Low rigor is 43%, medium rigor at 39%, high rigor 3%.</p>
	<p>Mar March Evidence of Progress</p> 
	<p>June June Evidence of Progress</p>

<p>Strategy 2: Provide staff development twice a month as a lead and learn opportunity for our campus teachers.</p> <p>Strategy's Expected Result/Impact: Teacher's will feel prepared and supported by colleagues as reviewed by monthly survey.</p> <p>Staff Responsible for Monitoring: RTI lead teacher, Jessica Cruz.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - 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>Nov November Evidence of Progress</p> <p> We have had 4 learning sessions this year for teacher led professional developments.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 3: Implement teacher support program to ensure retention of highly qualified teacher, including, district mentoring of new to the profession teachers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Monica Saldivar</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> 2 check in's with new teachers and once a month check in's with all teachers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Students will be educated in Safety Response Protocols in October. Monthly safety drills will continue to be conducted.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Belinda Vasquez</p> <p>Team: lead teachers admin, and Emergency Task force.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Training happened on the campus on September 16, 2020.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

0% No Progress

100% Accomplished

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Lockhart Independent School District
George W.Carver Early Education Center
2020-2021 Formative Review with Notes



Mission Statement

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

Vision

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

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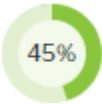
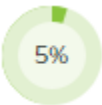

Goals





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

<p>Strategy 1: All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teacher, Principal, and Curriculum dept.</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  55% 57% of Pre-K students met the goal for the first nine weeks grading period in Emergent Literacy. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.</p> <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 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.</p> <p>Staff Responsible for Monitoring: Curriculum Department , Principal</p>	<p>Nov November Evidence of Progress</p>  80% Significant progress has been made. Lesson Fr 86%, Power Z 90%, SGPT-17%, PT 74%, and critical writing 3%. We definitely need to increase writing. Handwriting training will be conducted for Pre-K teachers in January 2021. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

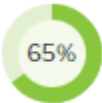
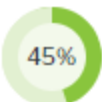
<p>Strategy 3: Teachers will meet weekly in virtual PLCs for planning and to discuss data after every assessment of the focus skill and work through the five PLC questions as a team.</p> <p>Strategy's Expected Result/Impact: Teachers will complete the class analysis form and turn into the principal after 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>Nov November Evidence of Progress</p> <p> PLCs are conducted weekly. We conduct data talks and skill checks weekly. Discussions are around effective strategies.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.</p> <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>Nov November Evidence of Progress</p> <p> Students are writing in their journals daily. about 60% of the students can write their first name. They practice writing letters, words, and numbers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <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>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> We have not started teacher to teacher observations at this time.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

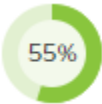


<p>Strategy 6: Provide virtual or in-person Literacy Night and a Bilingual Night during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: The student success rate in literacy will increase. Provide opportunities for a positive partnership between school and home-based on survey data. 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>Nov November Evidence of Progress The first Literacy Night will be held virtually in December.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: Pre-K students will also be assessed on Istation Reading and Math monthly.</p> <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>Nov November Evidence of Progress Currently, the overall Gen Ed Pre-K students in reading are 72%. ELL is currently at 81% in reading.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Evaluation Data Sources: Ready Set K Reports

<p>Strategy 1: All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for math.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in math. Teachers will enter monthly ISIP and RSK data into monitoring forms to track growth.</p> <p>Staff Responsible for Monitoring: Principal and Curriculum Dept.</p> <p>Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> 65% of all pre-K students met the goal in math. They are on target to meet the goal.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.</p> <p>Strategy's Expected Result/Impact: The quality of Tier I instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walk-through 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 recognizing and reinforce, and 15% usage of writing critically. Coaching cycles will be conducted after 15 walk-throughs (approximately every 6-9 weeks). Effective and Intentional evidence-based decisions/strategies to support learner achievement will be discussed.</p> <p>Staff Responsible for Monitoring: Principal and Curriculum Dept.</p>	<p>Nov November Evidence of Progress</p> <p> 45% 167 walkthroughs have been conducted. Every teacher receives at least one walk-through weekly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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.</p> <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>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>PLCs are held weekly. During weekly PLC's teachers share areas of student success and collaborate with colleagues strategies that are working well for them. Teachers are empowered to teach and lead certain areas of the PLC.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Students will meet weekly minute requirements on interventions required on Istation.</p> <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>Nov November Evidence of Progress</p>  <p>Students are meeting the required minutes on Istation. This monitored by the teacher and admin. Teachers and aides are being intentional with students by using the data to determine their individual needs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>We have not started teacher to teacher observations at this time.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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
TEA Priorities: Build a foundation of reading and math - **Additional Targeted Support Strategy**

Nov	November Evidence of Progress Teachers meet with parents regularly. One of the things they talk about is how to use everyday things that one would have around the house to support student learning. Supplies were sent home with every student so that he/she would have the supplies and resources that they may need in school as well as at home.
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress












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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

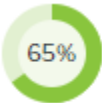

<p>Strategy 1: Have students with perfect attendance name printed in the local newspaper. Strategy's Expected Result/Impact: ADA will rise from 94.6% to meet or exceed our campus goal of 96%. Staff Responsible for Monitoring: Administration and PEIMS clerk</p>	<p>Nov November Evidence of Progress  The average attendance has been 94%. The goal has not been met but progress has been made in this area this year compared to last year. Anytime a student is out teachers are expected to make calls home. When they are not successful the principal calls.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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%. Staff Responsible for Monitoring: Administration</p>	<p>Nov November Evidence of Progress  We are not rewarding students with perfect attendance at this time. Since it is a pandemic we do not want students or parents to feel pressured to send their child to school who may be ill.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

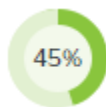





<p>Strategy 3: Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door.</p> <p>Strategy's Expected Result/Impact: ADA will rise from 93% to meet or exceed our campus goal of 95%.</p> <p>Staff Responsible for Monitoring: Administration</p>	<p>Nov November Evidence of Progress</p> <p> 0% We are not rewarding students with perfect attendance at this time. Since it is a pandemic we do not want students or parents to feel pressured to send their child to school who may be ill.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Attendance Committee to review attendance data monthly and create an action plan based on results of data.</p> <p>Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 95%.</p> <p>Staff Responsible for Monitoring: Review campus and individual attendance monthly</p>	<p>Nov November Evidence of Progress</p> <p> 45% The attendance committee monitors attendance monthly. Letters have been sent out for those who had 6 unexcused absences during the first nine weeks of school. Students who also have excessive tardies receive tardies. The purpose of the letter is to point out the benefits of attending school regularly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 96%.</p> <p>Staff Responsible for Monitoring: PEIMS Clerk, Admin, and Attendance Comm.</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Nov November Evidence of Progress</p> <p> 45% Our attendance goal has been shared in a variety of ways with all stakeholders. While at the same time placing emphasis on daily screening which may justify why a student should not attend school. The next steps are to conduct meetings with parents of students who have excessive absences.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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.








<p>Strategy 1: Healthy Curriculum will be taught weekly during PE on Wellness Wednesday</p> <p>Strategy's Expected Result/Impact: ADA will increase and students will understand the importance of taking care of their body.</p> <p>Staff Responsible for Monitoring: PE Teacher and Principal Nixon</p>	<p>Nov November Evidence of Progress</p>  <p>All students participate in wellness Wednesday each week during PE. The 7 Mindset is used to address the SEL of students. Students also have counseling each week and wellness is addressed in the curriculum. Healthy choices are also addressed in the classroom as part of the scope & sequence.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor and Principal Nixon will monitor lesson plans</p>	<p>Nov November Evidence of Progress</p>  <p>Each week a lesson is taught from the 7 Mindsets and discussions happen in the classroom as well as in counseling. The counselor provides the teachers with activities they can use for each subject.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.</p> <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>Nov November Evidence of Progress</p> <p> Some staff members will exercise and walk the halls during the day when time allows. The principal provides the staff with ideas on how to self-care daily. Sometimes fitness activities happen during staff meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Provide SEL, TBRI, and CRASE training for teachers.</p> <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>Nov November Evidence of Progress</p> <p> Teachers received TBRI by the district as well as the campus principal in August. SEL training happened in August. We have not had CRASE training this school year so far.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Staff, Nurse, and Principal</p>	<p>Nov November Evidence of Progress</p> <p> 85%</p> <p>The Carver COVID19 Plan was created in August by a team that included general education teachers, special education teachers, the nurse, and the PE teacher. All staff received training on Carver COVID protocols for Carver students and staff, as well as visitors to the campus. The plan was shared with all Carver's parents.</p> <p>Jan January Evidence of Progress</p> <p> 100%</p> <p>Mar March Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Clear Fork Elementary
2020-2021 Formative Review with Notes

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

<p>Strategy 1: Strategy: Instructional Reading Levels</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal-Lead Assistant Principal RtI Lead Teacher Instructional Coaches Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<table border="0"> <tr> <td data-bbox="1260 573 1365 730"> <p>Nov</p>  </td> <td data-bbox="1365 573 2037 779"> <p>November Evidence of Progress</p> <p>43% of CFE students have meet their 1.5 growth goal in ISIP. Current Campus-wide Recognizing and Reinforcing % as measured by Powerwalks --78%-This exceeds the "Great" target.</p> </td> </tr> <tr> <td data-bbox="1260 779 1365 844"> <p>Jan</p> </td> <td data-bbox="1365 779 2037 844"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 844 1365 909"> <p>Mar</p> </td> <td data-bbox="1365 844 2037 909"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 909 1365 974"> <p>June</p> </td> <td data-bbox="1365 909 2037 974"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>43% of CFE students have meet their 1.5 growth goal in ISIP. Current Campus-wide Recognizing and Reinforcing % as measured by Powerwalks --78%-This exceeds the "Great" target.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>Jan</p>	<p>January Evidence of Progress</p>								
<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								

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.

Shirts and special recognition for Million Word Readers.

Staff Responsible for Monitoring: Principal

Assistant Principal

Classroom Teachers

Librarian-Lead

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

Nov

November Evidence of Progress

Current School-wide Word Count: 11, 378, 715



Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

Strategy 3: Strategy: Accelerated Learning Time

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.

Strategy's Expected Result/Impact: By the end of the school year:

* 80% of students will perform and receive support at the Tier 1 (on or above level)

*15 % of students will perform and receive support at the Tier 2 (slightly below level)

*No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level)

Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).

Staff Responsible for Monitoring: Principal

Assistant Principal

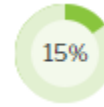
RtI Lead Teacher-Lead

Interventionist

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Nov

November Evidence of Progress



57% of students are performing at Tier 1 Level 22% at Tier 2 and 21% at Tier 3 per November ISIP results

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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)

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.

Parents will learn high-yield strategies to support reading at home with their child.

Staff Responsible for Monitoring: Principal

Assistant Principal

Classroom Teachers-Lead

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture

Nov

November Evidence of Progress



Storybook Virtual Parade and Read Aloud on 10/30/2020 and Camp Out with a Good Book on 12/3/2020,

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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

Strategy's Expected Result/Impact: Student achievement will increase due to need-based professional development provided to teachers by teachers.

Staff Responsible for Monitoring: Rebecca Leonard, Joan Schlaht and Nicole Lawrence

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

Nov

November Evidence of Progress



To Date: August, September and October Teacher-led Breakout Sessions that address specific campus needs

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

No Progress

Accomplished




Continue/Modify

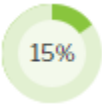


Discontinue

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

<p>Strategy 1: Strategy: Student Agency</p> <p>All students will establish a math-related goal and monitor progress.</p> <p>Fourth and fifth grade students will middle of year (MOY) and end of year (EOY) student-led conferences.</p> <p>Kindergarten through third grade students will conduct EOY student-led conferences.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal-Lead Assistant Principal Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	<table> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td></td> <td>2nd-5th Grade: 54% of students have reached their 1.5 years growth goal as measured by RenMath</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		2nd-5th Grade: 54% of students have reached their 1.5 years growth goal as measured by RenMath	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Jan	January Evidence of Progress										
Mar	March Evidence of Progress										
June	June Evidence of Progress										

<p>Strategy 2: Strategy: Virtual Math Journal</p> <p>Teachers will use virtual math journals to build content knowledge, math vocabulary and increase the use of efficient math strategies.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal-Lead Assistant Principal District Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> Current Campus-wide Recognizing and Reinforcing % as measured by Powerwalks --25%-This meets the "Great" target.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 3: Strategy: Parental Involvement</p> <p>STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families.</p> <p>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.</p> <p>Family engagement activities will be available for checkout on a daily basis.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers-Lead</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> STEAM Night plans and preparations are underway for January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Build Teacher Capacity through Becoming a Lockhart Leader Teacher-Led Professional Development- Incentive Program</p> <p>Strategy's Expected Result/Impact: Student achievement will increase due to need-based professional development provided to teachers by teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p> <p> To Date: August, September and October Teacher-led Breakout Sessions that address specific campus needs</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

 No Progress

 Accomplished

 Continue/Modify


 Discontinue

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

Performance Objective 1: In 2021, 4th grade students will reach 65% Approaches, 40% Meets and 20% Masters on STAAR Writing.

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

Evaluation Data Sources: 2021 STAAR Writing data
 District Assessments
 Rubrics

<p>Strategy 1: Strategy: Research-based Writing Curriculum</p> <p>Kindergarten teachers will use Matt Glover writing curriculum to develop writing skills.</p> <p>First through fifth grade teachers will use Patterns of Power Writing curriculum to develop writing skills.</p> <p>Additionally, third and fourth grade will use Be A Writer curriculum to further develop writing skills.</p> <p>Kindergarten through fifth grade students will write daily during their writing block.</p> <p>Strategy's Expected Result/Impact: Individual student writing portfolios will be used to showcase student growth.</p> <p>Rubrics will be developed and used to measure and monitor growth.</p> <p>Growth will be reviewed with each teacher during quarterly data talks.</p> <p>Staff Responsible for Monitoring: Principal-Lead Assistant Principal Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	<p>Nov November Evidence of Progress  Students continue to write daily. Rubrics will be applied to writing samples beginning in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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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.

Strategy's Expected Result/Impact: Student writing proficiency levels will increase as they routinely experience the writing process as measured by writing rubrics.

Parents will develop ideas for supporting writing at home.

Staff Responsible for Monitoring: Principal

Assistant Principal

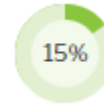
Librarian

Classroom Teachers-Lead

Title I Schoolwide Elements: 3.1, 3.2

Nov

November Evidence of Progress



Adjustments to these plans will need to be made due to COVID. Students will have opportunities to virtually showcase their writing progress with parents.

Jan

January Evidence of Progress


Mar


March Evidence of Progress

June

June Evidence of Progress

 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

<p>Strategy 1: Strategy: Goal Setting</p> <p>Students will establish goals and monitor their attendance.</p> <p>Strategy's Expected Result/Impact: CFE's ADA will rise from 95.65% to 97%.</p> <p>Students will take ownership of their learning and make the connection between attendance and achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teacher-Lead</p> <p>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</p>	<p>Nov November Evidence of Progress</p> <p> COVID has made increasing our attendance rate quite challenging. Our current attendance rate is 93.38. This is -2.60 lower than the 19-20 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Strategy: Restorative Practices</p> <p>Teachers received pre-service professional development on restorative practices.</p> <p>Teachers will teach extended lessons on restorative practices during the first 3 weeks of school.</p> <p>School-wide restorative circles will take place from 7:35-7:50 each day.</p> <p>Restorative questions will be used when addressing individual disciplinary infractions.</p> <p>Strategy's Expected Result/Impact: Restorative practices will increase time on task, strengthen teacher and student relationships and ultimately increase attendance rates.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal-Lead Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Virtual and face to face learners start each day with a class meeting. Disciplinary infractions have been greatly reduced compared to the 19-20 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

Nov



November Evidence of Progress

Virtual Student-led Mindset assemblies are held monthly.
57 Mindset Masters have been awarded this fall.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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

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

Nov



November Evidence of Progress

Faculty and Staff received Sarah Mercado Trust-Based Relational Intervention (TBRI) training in August.
Drills are conducted monthly. Safety audits and intruder drills were also completed.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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.

Strategy's Expected Result/Impact: Increase physical movement will improve the overall health of students and increase the attendance rate.

Staff Responsible for Monitoring: Principal
Assistant Principal
PE Teacher

Nov

November Evidence of Progress



Brain Break take place throughout the day and during lunch.

Jan

January Evidence of Progress

Mar


March Evidence of Progress

June

June Evidence of Progress

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Lockhart Independent School District
Navarro Elementary
2020-2021 Formative Review with Notes

Mission Statement

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

Vision

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

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Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.	7
Goal 3: All students will make progress in writing during the in 2020-2021 school year.	9
Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.	11

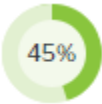

Goals

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

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

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

<p>Strategy 1: Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>Over 15 teachers are doing guided reading on a daily bases. This has taken a while to organize as we have been adding the proper personal equipment to the classrooms to keep everyone safe. Also, teachers were waiting on virtual guided reading training.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: In PLC, teachers will meet after each checkpoint to identify and collaborate on ways to improve instructional approaches and student achievement.</p> <p>Strategy's Expected Result/Impact: Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, AP Gibson, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>For the first 9 weeks, we met every Thursday for PLC. In order for teachers to have more planning time we are now meeting every other Thursday. This change has caused us to review data a little later, at times.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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> <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> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>There are 5 areas that we want to meet our goals in. We are currently meeting 2 of the 5 goals. We are above our goal in Power Zone and Recognize and Reinforce. Below our goals, are Lesson Frame, Small group purposeful talk and Critical Writing.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Each classroom will set a monthly goal for the number of AR points to accomplish.</p> <p>Edit in January:</p> <p>Each grade level has a requirement of words to read a semester.</p> <p>AR expectations - Word Count</p> <p>Kindergarten - 7,500 words for semester per classroom (approx. 1,500 a month)</p> <p>1st grade - 20,000 words for semester per classroom (approx. 4,000 a month)</p> <p>2nd grade - 50,000 words for semester per classroom (approx. 10,000 a month)</p> <p>3rd grade - 105,000 words for semester per classroom (approx. 21,000 a month)</p> <p>4th grade - 175,000 words for semester per classroom (approx. 35,000 a month)</p> <p>5th grade - 250,000 words for semester per classroom (approx. 50,000 a month)</p> <p>Strategy's Expected Result/Impact: Student names will be displayed on the AR bulletin board for reading growth.</p> <p>Students will read recommended words per month.</p> <p>K - 1,500 a month</p> <p>1st - 4,000 a month</p> <p>2nd - 10,000 a month</p> <p>3rd - 21,000 a month</p> <p>4th - 35,000 a month</p> <p>5th - 50,000 a month</p> <p>Staff Responsible for Monitoring: Lead - Librarian - Lewandowski, Principal Juarez, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>7 students in K and 1st are meeting their monthly goals. 37 Students in 2nd and 3rd grade are meeting their monthly goals. 18 students in 4th and 5th grade are meeting their monthly goals. 12% of our students are meeting their goals.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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.

Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Nov



November Evidence of Progress

This was an awesome event. Our students were invited to a virtual read aloud by their teachers. Most students continued on to the next grade level to hear those teachers read aloud as well. We want to do this event again in the Spring.

Jan



January Evidence of Progress

Mar



March Evidence of Progress

June

June Evidence of Progress

No Progress

Accomplished



Continue/Modify

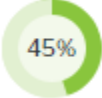





Discontinue

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

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

Evaluation Data Sources: Renaissance Learning, Dreambox, and Reflex




<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> 15 teachers are comfortable with small group math and are doing it on a daily bases. The others are getting on board and will be running small group math by January 11th.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> PLC continue to meet, but now we are meeting every other Thursday to allow for teacher prep time. Administration looks at profile sheets when coaching a teacher or during PLCs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
















<p>Strategy 3: Navarro will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classrooms. These strategies will keep students engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognized and reinforce, and 15% usage of writing critically. Coaching cycles will occur every nine weeks.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> There are 5 areas that we want to meet our goals in. We are currently meeting 2 of the 5 goals. We are above our goal in Power Zone and Recognize and Reinforce. Below our goals, are Lesson Frame, Small group purposeful talk and Critical Writing.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: We will provide a Math Night for parents to attend with their child. The event will be March 11, 2020.</p> <p>Strategy's Expected Result/Impact: We will increase parent attendance at school events. Our goal is to have 30 parents attend.</p> <p>Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez, RTI teacher Henrichs, and Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> This will occur during the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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





<p>Strategy 1: Teachers will meet in November, January, and March to analyze students writing samples during data meetings.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress  Teachers are meeting to get their prompts on December 11,2020.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will implement Patterns of Power curriculum.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress  Patterns of power are being used in all 1st through 5th grade classrooms. Teachers are doing anchor charts to reinforce POP learning.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress  This will be completed in the Spring.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

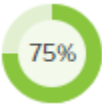






<p>Strategy 4: Kindergarten teachers will receive additional training to implement Matt Glover writing curriculum.</p> <p>Strategy's Expected Result/Impact: Teachers will use the Matt Glover training in their lesson plans.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Assistant Principal Gibson, Kindergarten classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="0"> <tr> <td data-bbox="1283 74 1346 103">Nov</td> <td data-bbox="1520 74 1902 103">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1266 110 1362 212"></td> <td data-bbox="1402 110 2011 237">Kindergarten teachers are still getting their students to write in their journals and trying to move them from picture drawings to writing letters and strings of letters. The Matt Glover program will start in January.</td> </tr> <tr> <td data-bbox="1283 256 1346 285">Jan</td> <td data-bbox="1535 256 1892 285">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 334 1346 363">Mar</td> <td data-bbox="1545 334 1881 363">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1283 412 1346 441">June</td> <td data-bbox="1556 412 1871 441">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Kindergarten teachers are still getting their students to write in their journals and trying to move them from picture drawings to writing letters and strings of letters. The Matt Glover program will start in January.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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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
















<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> We did a review of restorative practices in August to help teachers remember the strategies. We will have an activity to review the restorative strategies during our Dec. 16th faculty meeting.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Nov November Evidence of Progress</p> <p> Teachers attended training with Sarah Mercado during our in-service week.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

<p>Strategy 3: The 7 Mindsets lessons will be taught weekly by the classroom teacher. Teachers will have Mindset Monday meetings.</p> <p>Strategy's Expected Result/Impact: Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.</p> <p>Staff Responsible for Monitoring: Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, classroom teachers</p>	<p>Nov November Evidence of Progress  Every Monday, we acknowledge our mindset of the week over announcements. Teachers have their mindset meetings on their schedule for Mondays.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: The Second Step lessons will be taught bi-monthly by the school counselor.</p> <p>Strategy's Expected Result/Impact: Students will learn a universal SEL language.</p> <p>Staff Responsible for Monitoring: Principal Juarez, Assistant Principal Gibson</p>	<p>Nov November Evidence of Progress  Ms. Flores has covered red ribbon, bullying, and approximately 6 second step lessons.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Staff Responsible for Monitoring: Principal Juarez, Assistant Principal Gibson, Counselor Flores</p>	<p>Nov November Evidence of Progress  Books are in the process of being ordered.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

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
















Evaluation Data Sources: attendance reports

<p>Strategy 1: Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.</p> <p>Strategy's Expected Result/Impact: More parents will become involved in our parent events. Students will meet the goal of 97%.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<table border="0"> <tr> <td data-bbox="1260 300 1365 332">Nov</td> <td data-bbox="1512 300 1911 332">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 332 1365 446"></td> <td data-bbox="1386 332 2016 446">At this time, we have between 92-93% of our students engaged. We are presently going to court with parents for students who are not engaged.</td> </tr> <tr> <td data-bbox="1260 454 1365 495">Jan</td> <td data-bbox="1512 454 1911 495">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 527 1365 568">Mar</td> <td data-bbox="1512 527 1911 568">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 609 1365 649">June</td> <td data-bbox="1512 609 1911 649">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		At this time, we have between 92-93% of our students engaged. We are presently going to court with parents for students who are not engaged.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

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

Evaluation Data Sources: fitness gram, daily schedule

<p>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.</p> <p>Strategy's Expected Result/Impact: Students will remain active and healthy. Improve the overall wellness of students so they are at school daily.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<table border="0"> <tr> <td data-bbox="1262 300 1367 326">Nov</td> <td data-bbox="1524 300 1902 326">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 337 1367 435"></td> <td data-bbox="1402 337 2018 456">3 days a week students attend PE and they attend recess everyday. We struggled our 1st nine weeks with virtual students understanding they had to continue to do PE at home.</td> </tr> <tr> <td data-bbox="1262 483 1367 509">Jan</td> <td data-bbox="1535 483 1892 509">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 560 1367 586">Mar</td> <td data-bbox="1545 560 1881 586">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 636 1367 662">June</td> <td data-bbox="1556 636 1871 662">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		3 days a week students attend PE and they attend recess everyday. We struggled our 1st nine weeks with virtual students understanding they had to continue to do PE at home.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Lockhart Independent School District
Plum Creek Elementary
2020-2021 Formative Review with Notes

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 4: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff.	12

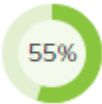


Goals







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

<p>Strategy 1: Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders V. Hernandez (Interventionist) Lea. Taylor (RTI) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>56% of students reached their 1.5 year growth in Reading for November. 100% of teachers are conducting guided reading daily.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on power standards.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders V. Hernandez (Interventionist) Lea. Taylor (RTI) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>100% of teachers are completing lesson plans weekly. Teachers met weekly in PLCs from August - October. In November, due to feedback, PLCs moved to bi-weekly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



<p>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.</p> <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. Administration will conduct 25 Power Walks weekly and Lever Leaders will conduct 10 Power Walks weekly. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks).</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: La. Taylor (AP) Lever Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>As of November 2020, 540 walk throughs have been conducted on campus. Lesson Frame 91%, Power Zone 73%, FSGPT 13%, R&R 18%, and Critical Writing 26%. 100% of teacher had atleast 1 coaching conference.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Students will be encouraged to read books and meet word count goals.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>Our word count as of November was 24,583,211 words. Prizes are being award to students monthly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: RTI Teacher, Leandra Taylor (Lead)</p> <p>Team: Lever Leaders V. Hernandez (Interventionist) Classroom teachers Teacher Aides</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on September 28th & October 30th.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




<p>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> <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>TEA Priorities: Build a foundation of reading and math</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>June</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Reading Parent Training & Support to focus on literacy and writing was held on November 16th. The training was offered virtually.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>
<p>Strategy 7: Bilingual teachers will meet bi-weekly in Bilingual PLC meetings.</p> <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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>June</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Bilingual PLC meetings were held bi-weekly August - October. Starting in November, we will have meetings once every three weeks. Teachers have reviewed data and are focusing on speaking and writing.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>
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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)

<p>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.</p> <p>Strategy's Expected Result/Impact: Administration and Lever Leaders will monitor lesson plans.</p> <p>Classroom teachers will provide small group math lessons 4-5 times per week.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Lever Leaders Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 100% of teachers are conducting small group instruction on math based on the 540 walk throughs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will conduct daily Math Talks with students.</p> <p>Strategy's Expected Result/Impact: Administration will conduct weekly walk throughs during scheduled Math Talk time.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> 52% of classrooms are consistently conducting Math Talks daily.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

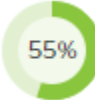

<p>Strategy 3: Teachers will provide daily critical writing math activities which spiral TEKS.</p> <p>Strategy's Expected Result/Impact: Student understanding of math problems will increase due to writing their thinking process when analyzing and solving math problems.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>64% of teachers have math critical writing activities daily during centers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: The campus will implement the instructional framework model, Fundamental Five, that will set the expectation for core instructional practices in all classrooms during math.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Lever Leaders Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>As of November 2020, 540 walk through were conducted. Lesson Frame 91%, Power Zone 73%, FSGPT 13%, R&R 18%, and Critical Writing 26%. 100% of teacher had a 1:1 coaching conference between September - November.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>100% of teachers are meeting weekly for planning and discuss data after every checkpoint to create action plans for WIN in reading and/or math.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





<p>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> <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>TEA Priorities: Build a foundation of reading and math</p>	<table border="0"> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td></td> <td>Parent Math Training & Support scheduled for December 2nd.</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Parent Math Training & Support scheduled for December 2nd.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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<p>Strategy 7: Bilingual teachers will meet bi-weekly in Bilingual meetings.</p> <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>	<table border="0"> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td></td> <td>Bilingual PLC meetings were held bi-weekly August - October. Starting in November, we will have meetings once every three weeks. Teachers have reviewed data and are focusing on speaking and writing. Bilingual teachers are incorporating critical writing in math to help increase TELPAS writing scores.</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Bilingual PLC meetings were held bi-weekly August - October. Starting in November, we will have meetings once every three weeks. Teachers have reviewed data and are focusing on speaking and writing. Bilingual teachers are incorporating critical writing in math to help increase TELPAS writing scores.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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 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



<p>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> <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>	<p>Nov November Evidence of Progress</p>  86% of teachers are using Matt Glover or Patterns of Power consistently during their daily writing blocks. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will meet once every month during PLC meetings to analyze student writing samples using a rubric.</p> <p>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.</p> <p>Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.</p> <p>Staff Responsible for Monitoring: Lever Leaders (Leads)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	<p>Nov November Evidence of Progress</p>  Teachers received BOY writing on September 24th and reviewed writing progress on October 29th. 73% of students made progress from September to October. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




<p>Strategy 3: Provide monthly campus wide writing projects. (Ex. Never Ending Story, Pen pals)</p> <p>Strategy's Expected Result/Impact: Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus.</p> <p>Staff Responsible for Monitoring: Librarian, Kristin Scott (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	<p>Nov November Evidence of Progress Potato Patch Projects were held the month of October. 52 participant campus wide.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: 4th grade students will take checkpoints during the spring semester.</p> <p>Strategy's Expected Result/Impact: Student checkpoints will reflect gains from prior week checkpoints.</p> <p>Staff Responsible for Monitoring: Lever Leader, Andrea Whatley (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) 4th grade teachers</p>	<p>Nov November Evidence of Progress Not scheduled until the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lever Leader, Andrea Whatley (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Lever Leaders Classroom teachers</p>	<p>Nov November Evidence of Progress Not scheduled until the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	








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

<p>Strategy 1: Students will be recognized for attendance and academics.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Principal, Jamee Griebel (Lead)</p> <p>Team: L. Taylor (AP) A. Gamboa (Registrar) Classroom teachers</p>	<p>Nov November Evidence of Progress</p> <p> As of the end of November, PC attendance was at 94.24%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: House teams will compete for monthly prizes for the team having the highest attendance/participation percentage and word count.</p> <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>	<p>Nov November Evidence of Progress</p> <p> Monthly challenges are being provided to house teams for word count. No incentives are being provided for attendance due to COVID protocols.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Classroom and grade levels will be recognized weekly for outstanding attendance/participation.</p> <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>	<p>Nov November Evidence of Progress</p> <p> We are not recognizing classes for attendance at this time.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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> <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>Nov November Evidence of Progress</p> <p> No student performances scheduled at this time.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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> <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>TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are recognized weekly for displaying LISD Leadership qualities and behaviors.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 6: Teachers will provide 7 Mindsets lessons weekly to students and counseling bi-weekly to classes to address social emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: Increase positive behavior on campus. Admin will monitor lesson plans and will ensure monthly campus wide activities are provided to students/parents. Counselor will conduct walk throughs during mindset lessons on Mondays. Counselor will provide bi-weekly lessons during specials rotations. Decrease the percentage of students to 10% or less requiring Behavior RTI plans.</p> <p>Staff Responsible for Monitoring: LeeAnn Skinner, Counselor (Co-Lead) L. Taylor, Asst. Principal (Co-Lead)</p> <p>Team: J. Griebel (Principal) Lea. Taylor (RTI) I. Gonzalez (Redirection - Sped) Classroom teachers</p>	<p>Nov November Evidence of Progress</p> <p> 100% of teachers complete 7 Mindset lessons weekly on Mondays. Counselor provides lessons bi-weekly to all classes during rotations/specials.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: Provide fitness activities for students and staff to be healthy.</p> <p>Strategy's Expected Result/Impact: Students will have PE three times per week and recess every day, so student will be healthier. The fitness gram is given to students. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.</p> <p>Staff Responsible for Monitoring: Lenaya Robinson, PE (Lead)</p> <p>Team: La. Taylor (AP) L. Skinner (Counselor)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<p>Nov November Evidence of Progress</p> <p> 100% of students attend PE three times per week.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Provide SEL training for teachers.</p> <p>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.</p> <p>Staff Responsible for Monitoring: LeeAnn Skinner, Counselor (Lead)</p> <p>Team: J. Griebel (Principal) L. Taylor (AP) Classroom teachers</p>	<p>Nov November Evidence of Progress</p> <p> SEL Training was provided in August 2020. Students are being referred to the</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Lockhart Junior High
2020-2021 Formative Review with Notes



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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

<p>Strategy 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data.</p> <p>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.</p> <p>Content administrator and department chairs will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>Content administrators will support department chairs in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, ELAR department head.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p>  <p>Teachers have bi-weekly PLCs to review test data and planning days at least once every two months to review their scope and sequence/plan instruction.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <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> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	<p>Nov November Evidence of Progress</p>  <p>This is regularly happening -- teachers address this strategy after each checkpoint/ monitor their instruction accordingly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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.

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 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.

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.

Staff Responsible for Monitoring: Principal, and content administrators.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Nov



November Evidence of Progress

The Fundamental 5 program is implemented with fidelity -- administrators conduct 25 powerwalks per week and have coaching conversations with teachers after the 15th observation per teacher.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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.

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.

Staff Responsible for Monitoring: Principal, ELAR Administrator, ELAR teachers.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

Nov



November Evidence of Progress

LJH has utilized RenLearn to assess student progress in reading. Teachers work on goal-setting with students.

Jan





January Evidence of Progress

Mar

March Evidence of Progress

June

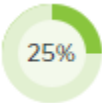

June Evidence of Progress

<p>Strategy 5: 6th Grade ELAR instructional time will increase by 100% during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase in RenLearn assessment scores by 10%.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Nov November Evidence of Progress The master schedule shows that ELAR is blocked and students receive twice as much instructional time when compared to last year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 6: All LJHS students will engage in silent sustained reading during their advisory class.</p> <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 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

<p>Strategy 1: All teachers will meet in Professional Learning Communities weekly to work on alignment, lesson planning and data, spiraling and retrieval practice.</p> <p>Strategy's Expected Result/Impact: Content administrator and department chairs will monitor the quality of lesson plans.</p> <p>Content administrator will be at each PLC to monitor teacher participation, PLC agendas and follow through on required agenda topics.</p> <p>Content administrators will support department chairs in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Principal and content administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>Teachers have bi-weekly PLCs to review test data and planning days at least once every two months to review their scope and sequence/plan instruction.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <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> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>This is regularly happening -- teachers address this strategy after each checkpoint/ monitor their instruction accordingly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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.

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 a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.

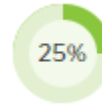
Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically.

Staff Responsible for Monitoring: Principal and content administrators.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Nov

November Evidence of Progress



The Fundamental 5 program is implemented with fidelity -- administrators conduct 25 powerwalks per week and have coaching conversations with teachers after the 15th observation per teacher.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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.

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.

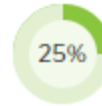
Administration and teachers will monitor student usage monthly.

Staff Responsible for Monitoring: Campus principal, math department head.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Nov

November Evidence of Progress



LJH has utilized RenLearn to assess student progress in math. Teachers work on goal-setting with students.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

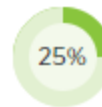
Strategy 5: Math teachers will create opportunities for spiraled instruction in the mathematics classroom.

Strategy's Expected Result/Impact: Increased performance on mathematics assessments.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Nov

November Evidence of Progress



All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.

Jan

January Evidence of Progress

Mar


March Evidence of Progress

June

June Evidence of Progress

 No Progress

 Accomplished




 Continue/Modify

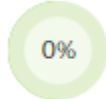
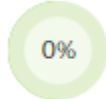
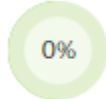












 Discontinue

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

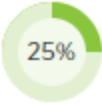

<p>Strategy 1: Houses and student incentive winners will be recognized weekly for outstanding attendance during Monday morning announcements, social media and featured on school marquee. Students and Families will be able to view House Points live as an ongoing motivation tool.</p> <p>Strategy's Expected Result/Impact: LJHS ADA will rise from 94.6% to 97%.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Attendance Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Nov November Evidence of Progress This program is still in progress.</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Students will be provided incentives to encourage meeting virtual Attendance Challenges throughout the year.</p> <p>Incentives will be based on student input and will be awarded at the end of every grading period during grade-level meetings.</p> <p>Strategy's Expected Result/Impact: LJHS ADA will rise from 95.05% to 97%.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Committee, Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<p>Nov November Evidence of Progress LJH has recognized students with high attendance through a campus-wide Zoom assembly. Incentives have been purchased and we are in the process of awarding those.</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 3: Provide attendance information to students through grade-level meetings, to parents and teachers through weekly newsletters.</p> <p>Strategy's Expected Result/Impact: LJHS ADA will rise from 95.05% to 97%.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Committee, Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<p>Nov November Evidence of Progress We have not shared out attendance data with students through campus-wide meetings.</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

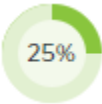

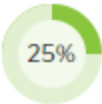
<p>Strategy 4: Create systematic academic structures to encourage and incentivize attendance throughout the entire year.</p> <p>Strategy's Expected Result/Impact: LJHS ADA will rise from 94.6% to 97%.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Committee, Attendance Clerk</p>	<table border="0"> <tr> <td data-bbox="1260 73 1365 211"> <p>Nov</p>  </td> <td data-bbox="1386 73 2026 211"> <p>November Evidence of Progress</p> <p>We are still working on this strategy.</p> </td> </tr> <tr> <td data-bbox="1260 227 1365 276"> <p>Jan</p> </td> <td data-bbox="1386 227 2026 276"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 300 1365 349"> <p>Mar</p> </td> <td data-bbox="1386 300 2026 349"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 373 1365 422"> <p>June</p> </td> <td data-bbox="1386 373 2026 422"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>We are still working on this strategy.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>We are still working on this strategy.</p>								
<p>Jan</p>	<p>January Evidence of Progress</p>								
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<table border="0"> <tr> <td data-bbox="462 454 672 503">  No Progress </td> <td data-bbox="756 454 987 503">  Accomplished </td> <td data-bbox="1071 454 1344 503">  Continue/Modify </td> <td data-bbox="1428 454 1638 503">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 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

<p>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.</p> <p>Strategy's Expected Result/Impact: PBIS posters will be posted in all common areas throughout campus.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>PBIS posters have been shared out with teachers. They have also been shared out with students and posted in the hallways. We are consistently monitoring behaviors to ensure they adhere to PBIS expectations.</p> <p>Jan</p> <p>January Evidence of Progress</p> <p>Mar</p> <p>March Evidence of Progress</p> <p>June</p> <p>June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals that should be managed by classroom teacher.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov</p>  <p>November Evidence of Progress</p> <p>Discipline matrix was shared with teachers. Discipline referrals have been at an all-time low (90% decrease).</p> <p>Jan</p> <p>January Evidence of Progress</p> <p>Mar</p> <p>March Evidence of Progress</p> <p>June</p> <p>June Evidence of Progress</p>

<p>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> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Seven Mindsets is implemented with fidelity during advisory periods.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Develop and implement incentives for students who display rule following behavior.</p> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> We are still working on getting this initiative off the ground.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<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> <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 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> We have made some strides in implementing some of these programs -- Red Ribbon Week initiatives were implemented in October.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

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.

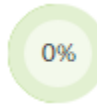
Staff Responsible for Monitoring: Principal, Communities in Schools, school counselors, PBIS Committee

Title I Schoolwide Elements: 2.5, 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Nov

November Evidence of Progress

We are still exploring this area.



Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

No Progress

Accomplished

Continue/Modify

Discontinue

Lockhart Independent School District
Lockhart High School
2020-2021 Formative Review with Notes



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.

<p>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> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress Discontinued due to COVID restrictions</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Teachers and leaders will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress Algebra 1 teachers meet weekly to plan lessons and analyze assessment data</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Leaders will conduct classroom walkthroughs and gather data regarding implementation of the instructional model. Leaders will work with teachers to provide targeted feedback and coaching.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Admin conduct PowerWalks in Algebra 1 classes and follow up with coaching conversations with teachers. Improvement is still necessary in Frequent Small Group Purposeful Talk. Currently observed in 0% of classroom visits.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Ninth grade students enrolled in Algebra 1 who did not demonstrate proficiency in 8th Grade Math will be enrolled in Algebra Lab for additional support.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> All targeted students are enrolled in Algebra Lab</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Algebra Lab teachers will use "Retrieval Practice" strategies to improve student performance.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Teachers have observed practices at LJH and began to plan for implementation</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



<p>Strategy 6: All students enrolled in Algebra 1 will take unit checkpoint assessments aligned to district course scope and sequences.</p> <p>Strategy's Expected Result/Impact: Formative data will be collected for all students.</p> <p>Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress All Algebra 1 students take short cycle assessments (SCAs) every two weeks</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <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: Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress PLC teams use SCA data to plan and respond.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance on identified "power standards."</p> <p>Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress PLC teams use SCA data to plan and respond.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

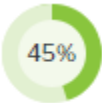




<p>Strategy 9: Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support</p> <p>Strategy's Expected Result/Impact: Students not demonstrating mastery will be identified so that they can be connected to a higher tier of support.</p> <p>Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> An RTI process is being designed for implementation in the second semester</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: Teri Kirby, Tyson Williams, Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> An RTI process is being designed for implementation in the second semester</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 11: Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: Luis Sosa, Suzanne Maiorka</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> EOC prep tutoring was provided for students taking the Algebra 1 retest in December.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




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.

<p>Strategy 1: Teachers and leaders will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> English 2 teachers meet weekly to plan lessons and analyze assessment data</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Leaders will conduct classroom walkthroughs and gather data regarding implementation of the instructional model. Leaders will work with teachers to provide targeted feedback and coaching.</p> <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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Admin conduct PowerWalks in English 2 classes and follow up with coaching conversations with teachers. Improvement is still necessary in Frequent Small Group Purposeful Talk. Currently observed in 0% of classroom visits.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Tyson Williams, Rene Haskins</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  World History Teachers have received training and ongoing support and have implemented strategies in class</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: All students enrolled in English 2 will take unit checkpoint assessments aligned to district course scope and sequences.</p> <p>Strategy's Expected Result/Impact: Formative data will be collected for all students.</p> <p>Staff Responsible for Monitoring: Teri Kirby, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  All English 2 students take short cycle assessments (SCAs) every two weeks</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
<p>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.</p> <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: Teri Kirby, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  PLC teams use SCA data to plan and respond.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

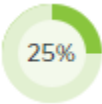
<p>Strategy 6: Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance on identified "power standards."</p> <p>Staff Responsible for Monitoring: Teri Kirby, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress PLC teams use SCA data to plan and respond.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support</p> <p>Strategy's Expected Result/Impact: Students not demonstrating mastery will be identified so that they can be connected to a higher tier of support.</p> <p>Staff Responsible for Monitoring: Teri Kirby, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress An RTI process is being designed for implementation in the second semester</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: Teri Kirby, Tyson Williams, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress An RTI process is being designed for implementation in the second semester</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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


Staff Responsible for Monitoring: Teri Kirby, Sondra Schaible

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Nov	November Evidence of Progress
	EOC prep tutoring was provided for students taking the Algebra 1 retest in December.
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress

 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



<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided another opportunity to meet college readiness standards in both ELA/reading and mathematics</p> <p>Staff Responsible for Monitoring: Lupita Narvaez, Veronica Suarez-Powell</p> <p>TEA Priorities: Connect high school to career and college</p>	<p>Nov November Evidence of Progress Review in January</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All LHS anticipated 2021 graduates will be provided opportunities to participate in an administration of the ASVAB exam</p> <p>Strategy's Expected Result/Impact: Students will be provided an opportunity to meet military readiness standards</p> <p>Staff Responsible for Monitoring: Lupita Narvaez, Veronica Suarez-Powell</p> <p>TEA Priorities: Connect high school to career and college</p>	<p>Nov November Evidence of Progress ASVAB opportunity was held. Recruiters continue to visit campus. More testing opportunities will be provided in the spring.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






<p>Strategy 3: A credit audit will be conducted for all LHS anticipated 2021 graduates. Counselors will ensure that CTE students meet all prerequisite requirements and are on track to participate in courses that culminate in an industry certification.</p> <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>TEA Priorities: Connect high school to career and college</p>	<p>Nov November Evidence of Progress</p> <p> Audit was completed. Students without a CTE endorsement are taking a course in Math and/or English to obtain an endorsement for CTE. XELLO ongoing with counselors assisting during Fine Arts, CTE and LOTE courses.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Align the CTE Scope and Sequences to industry-based certification standards in each of the CTE Programs of Study co</p> <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>TEA Priorities: Connect high school to career and college</p>	<p>Nov November Evidence of Progress</p> <p> Work is ongoing</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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.



<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Department Chairs and Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Planning a Data Tracking Sheet that allows for students to monitor their own progress on short cycle assessments and set goals for performance on upcoming assessments. Full implementation delayed until semester 2</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: A student progress strategy will be implemented in each course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Department Chairs and Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Implementation delayed until semester 2</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







<p>Strategy 3: Student progress strategy implementation will be monitored for effectiveness</p> <p>Strategy's Expected Result/Impact: Data will be used to refine strategies as needed.</p> <p>Staff Responsible for Monitoring: Department Chairs and Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Implementation delayed until semester 2</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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.



<p>Strategy 1: The Bilingual Families Outreach Committee will be established to design and implement engagement strategies</p> <p>Strategy's Expected Result/Impact: A comprehensive plan will be designed and implemented</p> <p>Staff Responsible for Monitoring: Lupita Narvaez, Luis Sosa</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Implementation delayed until semester 2</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Bus routes to take students home from after school clubs and activities will be established and promoted via social media and Skylert.</p> <p>Strategy's Expected Result/Impact: Students will be provided the opportunity for after school transportation from school to home.</p> <p>Staff Responsible for Monitoring: Tyson Williams</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Implementation delayed until semester 2</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




<p>Strategy 3: Student surveys will be used to determine interest in new clubs and activities</p> <p>Strategy's Expected Result/Impact: Student interest data will be used to establish new clubs and activities</p> <p>Staff Responsible for Monitoring: Luis Sosa</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Implementation delayed until semester 2</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: New and existing clubs and activities will be promoted via social media and Skylert.</p> <p>Strategy's Expected Result/Impact: More information will be available and participation rates will increase</p> <p>Staff Responsible for Monitoring: Luis Sosa</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Implementation delayed until semester 2</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
















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

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.

<p>Strategy 1: The Attendance Team will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Attendance team meets weekly</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved attendance</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Implementation delayed until semester 2</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





<p>Strategy 3: The Attendance Team will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance.</p> <p>Strategy's Expected Result/Impact: Accurate period-by-period attendance and tardy data will be collected.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Attendance team reviews data at weekly meeting</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: The Attendance Team will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Attendance team reviews data at weekly meeting</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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</p> <p>Strategy's Expected Result/Impact: Lupita Narvaez</p> <p>Staff Responsible for Monitoring: Students will demonstrate improved attendance</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Implementation delayed until semester 2</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






<p>Strategy 6: The Attendance Team will set monthly goals based on data and monitor progress</p> <p>Strategy's Expected Result/Impact: LHS teachers and leaders will evaluate the effectiveness of interventions attempted.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td></td> <td>Implementation delayed until semester 2</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Implementation delayed until semester 2	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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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.

<p>Strategy 1: Regular campus climate surveys will be used to assess and measure progress on student and staff experiences.</p> <p>Strategy's Expected Result/Impact: Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators.</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Thought Exchange has been used for staff surveys during the fall semester. Student surveys are planned for the spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Staff members will participate in a process of generating ideas for a vision statement (Aug 2020).</p> <p>Strategy's Expected Result/Impact: Vision statement ideas generated</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> All staff engaged in the creation of a new vision statement.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

<p>Strategy 3: CLT will use staff input to draft a vision statement and present it to staff for feedback (Sept 2020)</p> <p>Strategy's Expected Result/Impact: Draft vision statement completed</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress All staff engaged in the creation of a new vision statement.</p> <p> 100%</p> <p>Jan January Evidence of Progress</p> <p> 100%</p> <p>Mar March Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Staff members will participate in a process of generating ideas for a mission statement (Sept 2020).</p> <p>Strategy's Expected Result/Impact: Mission statement ideas generated</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Pending</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: CLT will use staff input to draft a mission statement and present it to staff for feedback (Sept 2020)</p> <p>Strategy's Expected Result/Impact: Draft mission statement completed</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress Pending</p> <p> 0%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>Strategy 6: CLT will engage parents and students in feedback on the vision and mission statements (Oct 2020)</p> <p>Strategy's Expected Result/Impact: Feedback collected</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Pending</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: CLT will present the final vision and mission statements to all stakeholders (Oct 2020).</p> <p>Strategy's Expected Result/Impact: Final vision and mission statements completed.</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Pending</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Vision and mission statements will be used by stakeholders to drive decisions on campus practices and policies</p> <p>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.</p> <p>Staff Responsible for Monitoring: Barry Bacom</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Pending</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District

Pride High School

2020-2021 Formative Review with Notes



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.


<p>Strategy 1: The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All students enrolled in Algebra 1 will take checkpoint assessments aligned to district course scope and sequences.</p> <p>Strategy's Expected Result/Impact: Formative</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p>  <p>Students needing Algebra STAAR have taken necessary benchmarks</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 90%</p> <p>PLC is PRIDE co-planning time for PBL. Using data from edgenuity and USA Test Prep to monitor student performance and STAAR readiness.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 75%</p> <p>USA Test Prep and Edgenuity has increased the level of tracking for each standard.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support</p> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 50%</p> <p>Face to Face students have benefitted from individual support, however virtual students have not received the same level of support.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


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

Staff Responsible for Monitoring: Principal, Assistant Principal

Nov	November Evidence of Progress
	Specific practice days have been scheduled for both face to face and virtual students
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress

 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.


<p>Strategy 1: The Fundamental 5 coaching cycle will be used to build teacher capacity to improve Tier 1 instruction.</p> <p>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.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> Implementation of PBL on campus has resulted in more effective teaching practices.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: All students enrolled in English 2 will take checkpoint assessments aligned to district course scope and sequences.</p> <p>Strategy's Expected Result/Impact: Formative data will be collected for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> Students needing ELA I & II have taken necessary benchmarks</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 90%</p> <p>PLC is PRIDE co-planning time for PBL. Using data from edgenuity and USA Test Prep to monitor student performance and STAAR readiness</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 75%</p> <p>USA Test Prep and Edgenuity has increased the level of tracking for each standard.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support</p> <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 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress</p> <p> 50%</p> <p>Face to Face students have benefitted from individual support, however virtual students have not received the same level of support.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


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

Staff Responsible for Monitoring: Principal, Assistant Principal

Nov	November Evidence of Progress
	Specific practice days have been scheduled for both face to face and virtual students
Jan	January Evidence of Progress
Mar	March Evidence of Progress
June	June Evidence of Progress

 No Progress

 Accomplished


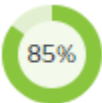
 Continue/Modify




 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.

<p>Strategy 1: PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time attendance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Nov November Evidence of Progress</p> <p> We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: PHS teachers and leaders will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Nov November Evidence of Progress</p> <p> Parent communication and PTO has been established.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

<p>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.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Nov November Evidence of Progress This message is communicated everyday</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>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.</p> <p>Strategy's Expected Result/Impact: Accurate period-by-period attendance and tardy data will be collected.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Nov November Evidence of Progress Daily trackers and phone calls have increased student contact and support.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: PHS teachers and leaders will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Nov November Evidence of Progress Weekly attendance meetings to identify chronic absences.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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

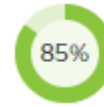
Strategy's Expected Result/Impact: Students will demonstrate improved attendance

Staff Responsible for Monitoring: Assistant Principal, Counselor

Title I Schoolwide Elements: 2.5

Nov

November Evidence of Progress



Weekly attendance meetings to identify chronic absences.

Jan

January Evidence of Progress

Mar


March Evidence of Progress

June

June Evidence of Progress

 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:

**Lockhart ISD
Budget Planning Calendar
2021-2022 Budget Adoption**

Target Date	Activity/Process	Responsibility
12/14/2020	Budget planning calendar reviewed with school board	Superintendent, CFO
12/15/2020	Preliminary projected enrollments developed	CFO
1/29/2021	Preliminary revenue projections	CFO
1/29/2021	Campus Improvement Committee advisory review	CIC
2/1/2021	Deadline for submission of all budgets including capital outlay requests	Principals/Directors
2/22/2021	Review of 2020-21 Budget at board meeting (comparison of current budget to actual)	Superintendent, CFO
3/1/2021	Projected enrollments developed and revision of revenue projections	CFO
3/22/2021	TASB Market Review report presented to school board	Superintendent, Asst Supt for HR, and CFO
3/22/2021	Preliminary draft budget update presented to school board	Superintendent, CFO
3/29/2021	Review personnel staffing	Superintendent and Asst. Supts.
3/31/2021	Admin Meets with campus/programs to review alignment of proposed campus/program budgets with District and Campus Improvement Plans	Admin/Principals/Directors
3/31/2021	Administrative review of building maintenance and renovation priorities	Superintendent and Asst. Supts.
3/31/2021	Complete superintendent's review of preliminary district budget, personnel requirements, facility requirements, and projected revenue	Superintendent and Asst. Supts.
4/5/2021	Special Called meeting - Board Budget workshop	Superintendent & Administration
4/5/2021	Presentation to school board to review proposed salary schedules for all employees	Superintendent, CFO, Asst. Supt. - Human Res.
4/5/2021	Preliminary budget update presented to school board	Superintendent and School Board
4/30/2021	Estimated Certified Values Due from Appraisal District	CCAD Chief Appraiser
4/30/2021	Review draft of district budget	Superintendent
5/3/2021	Special Called meeting - Board Budget workshop	Superintendent & Administration
5/17/2021	Review projected revenue estimates	Superintendent, CFO
5/17/2021	Tax rate and rollback tax rate calculations	CFO/Appraisal District
5/24/2021	Adoption of 2019-2020 Employee Compensation Plan	Superintendent and School Board
5/24/2021	At regular school board meeting: Board reviews a public hearing date to discuss the budget and reviews proposed tax rate to be published.	Superintendent & Administration
5/28/2021	Complete near final budget draft	Superintendent, CFO
6/7/2021	Special Called meeting - Board Budget workshop	Superintendent & Administration
6/7/2021	At regular school board meeting: Board approves a public hearing date to discuss the budget and approves tax rate to be published.	Superintendent & Administration
6/8/2021	Advertisement delivered to the newspaper	CFO
6/17/2021	Advertise official public budget hearing (must be a quarter page ad)	CFO
6/28/2021	Official public budget hearing -advertise no later than 10 days or earlier than 30 days prior to meeting	School Board, Superintendent & CFO
6/28/2021	Budget adopted (see note below)	School Board

TEA mandates these dates as legal requirements for budgets: **June 18th** - Budget must be prepared, and **June 30th** - The district budget must be adopted by this date.

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:

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