

**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, March 22, 2021 – 6:30 PM**

Notice is hereby given that on March 22, 2021, 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. TAFE State Qualifiers, Winners, and National Qualifiers
 - B. LISD #LockhartLeading Relationships Winner
 - C. Texas Association of School Business Officials (TASBO) Award of Merit for Purchasing
5. PUBLIC HEARING:
 - A. Public Hearing reading LISD District Annual Report 4
6. Public Comment
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); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:
 1. Superintendent's Performance Review
8. Business: Consent Agenda
 - A. Approve Budget Amendments 6
 - B. Approve Local District Policy Update 116: CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY; DCD(LOCAL): EMPLOYMENT PRACTICES - AT-WILL EMPLOYMENT; DCE(LOCAL): EMPLOYMENT PRACTICES - OTHER TYPES OF CONTRACTS; FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT; GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES 9
 - C. Approve Renewal of 2021-2022 Membership in Walsh Gallegos Trevino Russo & Kyle Retainer Program 19
 - D. Review Tax Collection Report 28
 - E. Review Cash Investments Report 31
9. COMMUNICATION:
 - A. 2021 TASB Pay and Stipend Report 34
 - B. Progress Monitoring Data on District Achievement Targets 36
 - C. Employee Engagement Survey 38
 - D. District Improvement Plan and Campus Improvement Plans Formative Review Update for February 2021 40
 - E. Southwest Foodservice Excellence (SFE) Contract Renewal 259
 - F. SSC Contract Renewal 261

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H. Purchase of Food Service Equipment	265
10. COMMUNICATION/ACTION:	
A. Consider and/or Approve Pre-Kindergarten Adoption Materials	267
B. Consider and/or Approve the TEA Missed School Days Waiver	269
C. Consideration and Possible Action to Adopt Board Resolution to Pay Employees during Emergency Closure	284
D. Consider and/or Approve the Teacher Incentive Allotment Plan	288
E. Consider and/or Approve CSP 21-001 for Internet Services	
F. Consider and/or Approve RFP 21-002 Network Equipment	
G. Consider and/or Approve RFP 21-003 Network Cabling	
H. Consider and/or Approve Purchase of Regional Day School Program for the Deaf Contracted Services (RDSPD)	290
I. Consider and/or Approve Election of Place 7, Region 13 Board of Directors	292
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, March 12, 2021, this Notice was mailed or faxed to news media who had previously requested such Notice and an original copy was posted on the display window in the School District Administration Building on said date.

A handwritten signature in black ink, appearing to read "Mark Strodt". The signature is written in a cursive, flowing style.

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:

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(LOCAL) Policy Comparison Packet

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

In this packet, you will find:

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

Annotations are shown as follows.

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

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

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

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.

Training The Board delegates to the Superintendent the authority to:

1. Determine ~~Each District employee and Board member shall annually complete~~ the cybersecurity training program ~~to be annually completed~~ ~~designated~~ by each employee and Board member; and
2. Verify ~~the District. The District shall verify~~ and report compliance with staff training requirements ~~in accordance with guidance from~~ the Department of Information Resources.

~~The~~ ~~Additionally, the~~ District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information to TEA and parents in accordance with law.

EMPLOYMENT PRACTICES
AT-WILL EMPLOYMENT

DCD
(LOCAL)

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

Dismissal

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.

Appeal of
Employment
Actions to Board

A dismissed employee may ~~appeal request to be heard by the dismissal~~ ~~Board~~ in accordance with DGBA(LOCAL).

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

The Board may employ by written contract personnel not eligible for a contract under Chapter 21 of the Education Code. Such contracts shall not be governed by the provisions of Chapter 21 of the Education Code.

**Appeal of
Employment Actions**

An employee may appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal ~~to the Board~~ in accordance with DGBA(LOCAL).

Student Illness ~~Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.~~

Accidents Involving Students ~~Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.~~

Emergency Treatment Forms ~~Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.~~

Purchasing Medication ~~The District shall not purchase nonprescription medication to administer to a student, except in the case of an emergency as described below and as provided at Administration of Medication to Athletes.~~

Administering Medication No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as **authorized by this or other District policy**~~provided below.~~

Medication Provided by Parent ~~The Employees authorized by the Superintendent~~ **shall designate the employees who are authorized to or designee may administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations**~~to students:~~

1. Prescription medication in accordance with legal requirements. ~~{See FFAC(LEGAL)}~~
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container, ~~for a period of up to five days. A written request by a physician or other health care professional with authority to write prescriptions shall be required when the medication must be administered for a longer period.~~
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan ~~for~~ **a student with disabilities.**

Medication Provided by District

Emergency Basis

The District shall purchase certain nonprescription medications to administer to students only on an emergency basis and in accordance with:

- ~~4. Nonprescription medication provided on an emergency and first-aid basis by the District at school clinics, child-care cen-~~

~~ters, and summer camp programs operated by the District consistent with:~~

- a. Protocols established by the District's medical adviser who must be licensed to practice medicine in the state of Texas; and
- b. Parental consent given on the emergency treatment form.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under these protocols and permissions.

First-Aid

The District shall purchase certain topical nonprescription medications for use when administering first aid to students in accordance with administrative regulations.

The Superintendent shall designate the employees who are authorized to administer nonprescription medication under this provision.

Athletic Program

~~Administration of Medication to Athletes~~

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. ~~Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:~~

1. The ~~District student's parent~~ has ~~given~~ prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Psychotropics

Except as permitted by ~~law Education Code 38.016~~, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
1. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding

medical treatment. A student who has reached age 18 shall be permitted to complete this form.

3. The District shall seek appropriate emergency care for a student as required or deemed necessary.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Lockhart Independent School District Board of Trustees

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RECOMMENDED MOTION:



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

**LEGAL SERVICES RETAINER AGREEMENT
FOR LOCKHART INDEPENDENT SCHOOL DISTRICT**

The Lockhart Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Russo & Kyle P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with HB 89: The Law Firm does not boycott Israel and will not boycott Israel during the term of this contract.

7. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

LOCKHART INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS TREVIÑO RUSSO & KYLE P.C.

By:  _____
Joe A. De Los Santos
Managing Shareholder

3/1/2021
(Date)



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

Program for EFT/ACH Payments

Walsh Gallegos Trevino Russo & Kyle P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Lisa González at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

FEE SCHEDULE AS OF JULY 16, 2019
LEGAL SERVICES RETAINER AGREEMENT

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$295/hour for associates licensed over two years, or \$315/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$315/hour for associates licensed over two years, or \$335/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 8.9 free hours of telephone consultation. That is a \$2,714.50 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.
3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:
 - (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
 - (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities
4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help

keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- New Rules for Public Comment
- New Legislation Regarding PIA Requests and Retention of Information
- Thinking of alternatives to TRS-ActiveCare for your District's employees?
- Planning Ahead for FEMA
- Potential Forms of COVID-19 Related District Funding
- Best Practices on Addressing and Preventing Cyberbullying in a Time of COVID-19 Closures
- Staying Current With FERPA As Virtual Instruction Expands
- Final Title IX Sexual Harassment Regulations Released
- Graduation Ceremonies During the Pandemic
- The Digital Millennium Copyright Act, Copyright Infringement, & Your School District
- Time Flies! Has Your District Completed the Required Cybersecurity Training Yet?

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
 - Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
 - Sexual Harassment Investigation Guide
 - Operating Guidelines for Cameras in Special Education Settings
7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY CERTIFICATION OF FILING

Certificate Number:
2021-718315

Date Filed:
02/19/2021

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Walsh Gallegos Trevino Russo & Kyle P.C.
Austin, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

Lockhart Independent School District

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

16500
Legal Services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Walsh, Jim	Austin, TX United States	X	
	Gallegos, Elena	Austin, TX United States	X	
	Trevino, Oscar	Austin, TX United States	X	
	Kyle, Paige	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is Diana Stangl, and my date of birth is 9/29/1957.

My address is 2603 Tip Cove, Austin, TX, 78704, USA.
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 22nd day of February, 2021.
(month) (year)

Diana Stangl - Firm Administrator

Signature of authorized agent of contracting business entity
(Declarant)

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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RECOMMENDATION:

RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

FEBRUARY 2021

	February	Prior Months	TOTAL	PRIOR YEAR
2020 Tax Collection	\$452,950.68	\$18,620,922.18	\$19,073,872.86	\$18,440,795.63
2019 & Prior Collection	\$44,346.15	\$872,861.64	\$917,207.79	\$588,210.67
Total Tax Collection =	\$497,296.83	\$19,493,783.82	\$19,991,080.65	\$19,029,006.30

note: Above figures include penalties and interest collected

2020 Original Levy \$20,925,978.58

February 28, 2021 Percent of 2020 Tax Collected	91.19%
February 28, 2020 Percent of 2019 Tax Collected	91.12%
February 28, 2019 Percent of 2018 Tax Collected	92.11%
February 28, 2021 - Balance of Delinquent Tax	\$1,772,445.84
February 28, 2020 - Balance of Delinquent Tax	\$1,509,148.14
February 28, 2019 - Balance of Delinquent Tax	\$1,405,831.63

Corrections made to Current Tax Roll \$0.00

Corrections made to Delinquent Tax Roll \$0.00

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$7,654.61

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
 Chief Appraiser
 Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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
Cash Investments Report
As of February 28, 2021**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 279,180	\$ 24,951,990	\$ 2,575,424	\$ 27,806,594
Redemption Fund			\$ 2,153	\$ 2,153
Interest & Sinking Fund	\$ 455,400	\$ 4,796,613	\$ 396,900	\$ 5,648,912
Payroll			\$ 889,390	\$ 889,390
School Nutrition	\$ 6,668	\$ 1,209,988	\$ 133,803	\$ 1,350,458
Maintenance Debt Service			\$ 52,565	\$ 52,565
District Funds	\$ 741,247	\$ 30,958,591	\$ 4,050,234	\$ 35,750,072
C.D. Marshall JHS Scholarship		\$ 31,698		\$ 31,698
G.F. Hudnall Scholarship		\$ 15,564		\$ 15,564
J.M. Moore Scholarship		\$ 24,944		\$ 24,944
L. White Scholarship		\$ 14,089		\$ 14,089
Mary Barron Canning Sanders Schol.		\$ 6,002		\$ 6,002
Fiduciary Funds			\$ 8,049	\$ 8,049
Burditt Scholarship		\$ 9,801		\$ 9,801
Hazelett Scholarship		\$ 655		\$ 655
Roland Endowment Scholarship			\$ 20,393	\$ 20,393
Canning Engineering Scholarship		\$ 24,566		\$ 24,566
Mohle Scholarship		\$ 10		\$ 10
Top Ten Scholarship	\$ 176,237		\$ 2,369	\$ 178,606
Scholarship Funds	\$ 176,237	\$ 127,328	\$ 30,812	\$ 334,376
Monthly rate in Bank/Pool:	0.05%	0.09%	1.01%	

Earnings from Temporary Investment Budget Amount (General Fund)	\$ 175,000.00
Earnings Realized	\$ 120,887
Budget Balance (Interest received in excess of budget)	\$ 54,113

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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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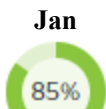

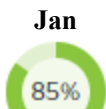

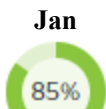
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Goals







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

Performance Objective 1: During the 2020-2021 school year, 75% of students in grades PK-8 will make 1.5 years growth progress in reading.

Evaluation Data Sources: ISIP data, RenLearn data

Strategy 1 Details	Reviews												
<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>	<table border="0"> <tr> <td data-bbox="1262 488 1367 527">Nov</td> <td data-bbox="1367 488 2030 527">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 527 1367 634">  </td> <td data-bbox="1367 527 2030 634"> 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. </td> </tr> <tr> <td data-bbox="1262 634 1367 673">Jan</td> <td data-bbox="1367 634 2030 673">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 673 1367 781">  </td> <td data-bbox="1367 673 2030 781"> We have met 7 times for Principal PLC where principals have had the time to review data and create action plan. Action plans are created based on data gaps and reviewed during 1:1 Principal Support Meetings. </td> </tr> <tr> <td data-bbox="1262 781 1367 820">Mar</td> <td data-bbox="1367 781 2030 820">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 820 1367 859">June</td> <td data-bbox="1367 820 2030 859">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		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.	Jan	January Evidence of Progress		We have met 7 times for Principal PLC where principals have had the time to review data and create action plan. Action plans are created based on data gaps and reviewed during 1:1 Principal Support Meetings.	Mar	March Evidence of Progress	June	June Evidence of Progress
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Strategy 2 Details	Reviews
<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>	<div data-bbox="1266 123 1367 261"> <p>Nov</p>  </div> <div data-bbox="1524 123 1902 152"> <p>November Evidence of Progress</p> </div> <div data-bbox="1402 160 2011 472"> <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> </div> <div data-bbox="1266 496 1367 634"> <p>Jan</p>  </div> <div data-bbox="1539 496 1892 526"> <p>January Evidence of Progress</p> </div> <div data-bbox="1402 534 2018 781"> <p>The focus for Principal PLCs and Principal Weekly meetings for Dec. through Jan have been about FSGPT. We saw growth in each area from our August to November review to our Nov. to January review. The percentile rates increased as follows: Lesson Frames 74% to 85%, FSGPT 9% to 17% and Critical Writing 23% to 30%. We are meeting "great" in Critical Writing. We are meeting 'good' in Lesson Frame.</p> </div> <div data-bbox="1287 805 1346 834"> <p>Mar</p> </div> <div data-bbox="1545 805 1881 834"> <p>March Evidence of Progress</p> </div> <div data-bbox="1287 878 1346 907"> <p>June</p> </div> <div data-bbox="1556 878 1871 907"> <p>June Evidence of Progress</p> </div>



Strategy 3 Details	Reviews
<p>Strategy 3: In grades PK-8, students will utilize a computer adaptive learning software called Istation (PK-5) and Ren Learning (6-8).</p> <p>Strategy's Expected Result/Impact: Monitoring of growth rate in reading will be done monthly to determine if students are on pace for 1.5 years progress.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> As of the beginning of the spring semester, 57% of K - 8 students have met their end 1.5 goal. This is for all students, both face to face and virtual.</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 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




Strategy 1 Details	Reviews
<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</p> <p> BOY data for ISIP shows 51% of students in PK-5 are Tier I. Amplify Mclass English BOY scores for Kinder shows 22% at Benchmark or Above, 1st grade is 22% at Benchmark or Above and 2nd grade is 34% at Benchmark or Above. Amplify Spanish IDEL shows 39% of our students on Benchmark.</p> <p>Jan January Evidence of Progress</p> <p> Amplify Mclass English MOY scores for Kinder shows 25% at Benchmark or Above, 1st grade is 26% at Benchmark or Above and 2nd grade is 38% at Benchmark or Above. This is an increase from BOY scores. Amplify Spanish IDEL MOY scores for Kinder shows 25% at Benchmark or Above, 1st grade is 32% at Benchmark or Above and 2nd grade is 41% at Benchmark or Above.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




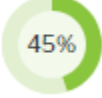




Strategy 2 Details	Reviews
<p>Strategy 2: Interventionists will be placed on K-5 elementary campuses to assist targeted support for struggling learners.</p> <p>Strategy's Expected Result/Impact: The additional intervention support on each campus will result in an increase in monthly tier movement .</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p>	<p>Nov November Evidence of Progress</p> <p> 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> Between November to January we have increase 84 ISIP student tests. With the additional students, we have continued to see growth in our Tier 1 as it has increased from November to January from 50% to 52%. Our Tier 2 and Tier 3 group has decreased or remained the same. Tier 2 is currently 24% and Tier 3 is 24%. We have increased 11 students within our bilingual ISIP population between Nov. and Jan. Our Tier 1 has decreased from 63% to 60%. However our Tier 3 numbers also decreased from 20% to 18%. Our Tier 2 numbers did show an increase from 17% to 23%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide K-5 Amplify Response to Intervention (RtI) Toolkits for RtI Teachers to utilize during intervention support.</p> <p>Strategy's Expected Result/Impact: The intervention resource will result in less than 10% of our students in Tier 3 by end of year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Directors</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p>RtI Intervention teacher and Interventionist working with English speaking students are using Amplify for Intervention. Tier 3 is still at 24% in English. In Spanish RtI and Intervention teachers continue to use Estrellita, Esperanza and SIL kits for Tier 2 and 3 intervention. Tier 3 has decreased from 20% to 18%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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



Strategy 1 Details	Reviews
<p>Strategy 1: Provide teacher training in two of the five foundational VIP Tenets [Fundamental 5 and Innovation & Leveraging Technology: Substitution, Augmentation, Modification, Redefinition (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> TIMs created a video about the focus on Classroom Community (a change based on feedback from advisory group) with VIP. They shared the video at a Friday and Tuesday Principal meeting and shared the link with principals to share with staff. This link also advertised the first Mini EdCamp.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>





Strategy 2 Details	Reviews
<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> Principal PLC has continued to include Fundamental 5 training. TIMs created a video about the focus on Classroom Community (a change based on feedback from advisory group) with VIP. They shared the video at a Friday and Tuesday Principal meeting and shared the link with principals to share with staff. This link also advertised the first Mini EdCamp.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> First advisory meeting scheduled for December 3rd.</p> <p>Jan January Evidence of Progress</p> <p> Based on suggestions from VIP Cohort Advisory Group, TIMs coordinated the first mini "EdCamp" for Feb. 6th. Another is scheduled for March. The Advisory group also gave feedback that focus for this year should be on Classroom Community and Fundamental 5. The Saturday Mini EdCamp will incorporate both of these tenets.</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 1: During the 2020-2021 school year, 70% of students in grades PK-8 will make 1.5 years growth progress in math.

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

Strategy 1 Details	Reviews
<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> We have met 7 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. Action Plans are based on data gaps and are reviewed during 1:1 Principal Support Meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<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 for math at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.</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> 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 76%, FSGPT 8% and Critical Writing at 10%. 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> The focus for Principal PLCs and Principal Weekly meetings for Dec. through Jan have been about FSGPT. We saw growth in each area from our August to November review to our Nov. to January review. The percentile rates increased as follows: Lesson Frames 76% to 84%, FSGPT 8% to 14% and Critical Writing 10% to 16%. We did not meet 'great' in any area.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> For students in grades 2 - 9, 45% have met their 1.5 end goal already during this school year. This includes both face to face and virtual students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 4 Details	Reviews
<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  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 End of January 36% of our students were at 80% fluency or above. This is an increase from 29% in November.</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 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


Strategy 1 Details	Reviews
<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> TIMs created a video about the focus on Classroom Community (a change based on feedback from advisory group) with VIP. They shared the video at a Friday and Tuesday Principal meeting and shared the link with principals to share with staff. This link also advertised the first Mini EdCamp.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<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>Principal PLC has continued to include Fundamental 5 training. TIMs created a video about the focus on Classroom Community (a change based on feedback from advisory group) with VIP. They shared the video at a Friday and Tuesday Principal meeting and shared the link with principals to share with staff. This link also advertised the first Mini EdCamp.</p> <p>Mar March Evidence of Progress</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

Strategy 1 Details	Reviews
<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>We have met 7 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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>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. 30th are: Lesson Frames 75%, FSGPT 0% and Critical Writing at 37%. 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>The focus for Principal PLCs and Principal Weekly meetings for Dec. through Jan have been about FSGPT. We saw growth in each area from our August to November review to our Nov. to January review. The percentile rates increased as follows: Lesson Frames 74% to 85%, FSGPT 9% to 17% and Critical Writing 23% to 30%. We are meeting "great" in Critical Writing. We are meeting 'good' in Lesson Frame.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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</p> <p> 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>

Strategy 4 Details	Reviews
<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</p> <p> Checkpoints are now created at campus level but benchmarks are being created at district level. Data will be reported based on benchmarks. English 1 data is 47% Approaches, 38% Meets, and 17% Masters when combining all checkpoints. English 2 data is 55% Approaches, 34% Meets, and 3% Masters when combining all checkpoints.</p> <p>Jan January Evidence of Progress</p> <p>English I Semester Exam data was cumulative over standards students had learned since the BOY. We had 72% of our students scoring at Approaches, 65% at Meets and 22% at Masters level. English II Semester Exam data was also cumulative. We had 57% of our students scoring at Approaches, 47% at Meets and 10% at Masters level.</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 1: For the 2020-2021 school year, the EL and SPED student groups in the Closing the Gaps domain will increase by 10 percentage points in reading and math.

Evaluation Data Sources: STAAR scores, Checkpoints, Interim assessments, Principal monthly disaggregated data, TELPAS data

Strategy 1 Details

Strategy 1: Provide training and support to administrators and teachers on Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically to achieve "great" levels for effective instruction with The Fundamental 5.

Strategy's Expected Result/Impact: Fundamental 5 walkthrough data at the district level will meet 95% usage of lesson frames, 20% usage of frequent small group purposeful talk, 15% usage of critical writing.

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

Reviews

Nov



November Evidence of Progress

The focus for Principal PLCs and Principal weekly meetings for the months of Aug. through Nov. have been on Lesson Frames. For PK-8, the percentile rates for the window between Aug. 24th-Nov. 10th are: Lesson Frames 74%, FSGPT 9% and Critical Writing at 23%. For grades 9-12, the percentile rates for the window between Aug. 24th-Nov. 30th are: Lesson Frames 75%, FSGPT 0% and Critical Writing at 37%. 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.

Special education academic growth scores for Checkpoint 1 and 2 are as follows:

ELAR: 5th grade 60, 77, 6th grade 50, 57, 7th grade 50, 37, 8th grade 43, 43.

English I Checkpoint--Meets 0%

English II Checkpoint 1--Meets 16%

English II Checkpoint 2--Meets 12%

Math: 5th grade 46, 57, 6th grade 36, 74, 7th grade 38, 63, 8th grade 76, 89, 9th grade (Checkpoint 2) 69

English Learners academic growth scores for Checkpoint 1 and 2 are as follows:

ELAR: 5th grade 62, 72, 6th grade 42, 49, 7th grade 31, 30, 8th grade 24, 40

English I Checkpoint 1--Meets 0%

English II Checkpoint 1--Meets 39%

English II Checkpoint 2--Meets 28%



Math: 5th grade 40, 43, 6th grade 38, 55, 7th grade 40, 62, 8th grade 78, 75, 9th grade (Checkpoint 2) 37 .

Jan



January Evidence of Progress

The focus for Principal PLCs and Principal Weekly meetings for December through January have been about FSGPT. We saw growth in each area from our August to November review and our November to January review. The percentile rates increased as follows: Lesson Frames 74 to 85%; FSGPT 9 to 17%; Critical Writing 23 to 30%. We are meeting "Great" in critical writing, and we are meeting "Good" in lesson

	frames. Mar March Evidence of Progress June June Evidence of Progress
Strategy 2 Details	Reviews
<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> We have met 7 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. At this time, 4 out of 9 campus action plans demonstrate evidence of incorporating EL and SPED strategies and/or data. More in-depth EL and SPED instructional and data discussions have been incorporated into Principal PLCs as well. During monthly C&I meetings directors' meetings with principals we have been able to determine that students that are EL and SPED are being discussed and needs are being considered during planning and PLCs, however, there continues to be a need for intentional instruction of differentiation strategies.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details

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

Strategy's Expected Result/Impact: Academic growth in reading and math for students identified as EL and SPED.

Staff Responsible for Monitoring: Assistant superintendent of curriculum and instruction, Directors

Title I Schoolwide Elements: 2.4, 2.6 - **Results Driven Accountability - Equity Plan**

Reviews

Nov



November Evidence of Progress

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. Special education academic growth scores for Checkpoint 1 and 2 are as follows:
ELAR: 5th grade 60, 77, 6th grade 50, 57, 7th grade 50, 37, 8th grade 43, 43.
English I Checkpoint--Meets 0%
English II Checkpoint 1--Meets 16%
English II Checkpoint 2--Meets 12%
Math: 5th grade 46, 57, 6th grade 36, 74, 7th grade 38, 63, 8th grade 76, 89, 9th grade (Checkpoint 2) 69 .

English Learners academic growth scores for Checkpoint 1 and 2 are as follows:
ELAR: 5th grade 62, 72, 6th grade 42, 49, 7th grade 31, 30, 8th grade 24, 40
English I Checkpoint 1--Meets 0%
English II Checkpoint 1--Meets 39%
English II Checkpoint 2--Meets 28%
Math: 5th grade 40, 43, 6th grade 38, 55, 7th grade 40, 62, 8th grade 78, 75, 9th grade (Checkpoint 2) 69 .

Jan



January Evidence of Progress

As part of Principal PLCs, a portion of the time is devoted to EL and SPED student groups. Special education teachers, Bilingual and ESL teachers are participating in PLCs with general education teachers. Differentiation strategies, including Google Read & Write for all levels of learners, are incorporated into , as well as special education lead teacher meetings.

When you compare the data below for grades 3-5 to the Closing the Gaps targets set by the state, none of the student groups listed below would reach the goal at the Meets level at the present time.

Checkpoint 3 scores:
Grade 3 ELAR ALL students--Approaches-55%, Meets 18%
Grade 3 ELAR SPED students--Approaches 44%, Meets 9%

Grade 3 ELAR EL students--Approaches 53%, Meets 19%

Grade 3 Math ALL students--Approaches 64%, Meets 39%

Grade 3 Math SPED students--Approaches 64%, Meets 32%

Grade 3 Math EL students--Approaches 68%, Meets 41%

Grade 4 ELAR ALL students--
Approaches 69%, Meets 39%

Grade 4 ELAR SPED students--
Approaches 42%, Meets 17%

Grade 4 ELAR EL students--
Approaches 66%, Meets 33%

Grade 4 Math ALL students--
Approaches 49%, Meets 20%

Grade 4 Math SPED students--
Approaches 25%, Meets 9%

Grade 4 Math EL students--
Approaches 53%, Meets 24%

Grade 5 ELAR ALL students--Approaches 55%, Meets 24%

Grade 5 ELAR SPED students--Approaches 37%,
Meets 15%

Grade 5 ELAR EL students--Approaches 45%, Meets 20%

Grade 5 Math ALL students--
Approaches 55%, Meets 26%

Grade 5 Math SPED students--
Approaches 24%, Meets 10%

Grade 5 Math EL students--
Approaches 49%, Meets 20%

For the 6th-8th, there are benchmark scores that show that there are much smaller gaps for math between the EL and SPED in comparison to the ALL student group. The gap for reading is wider for these student groups. When you compare the data below to the Closing the Gaps targets set by the state, none of the student groups

below would reach the goal at the Meets level at the present time.

The grades 6-8 reading scores are as follows:

ALL - 45% approaches, 21% meets

EL - 33% approaches, 11% meets

SPED - 13% approaches, 4% meets

The grades 6-8 math scores are as follows:

ALL - 42% approaches, 12% meets

EL - 38% approaches, 10% meets

SPED - 20% approaches, 4% meets

Mar

March Evidence of Progress

June

June Evidence of Progress



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 4: For the 2020-2021 school year, the EL and SPED student groups in the Closing the Gaps domain will meet or exceeds the state targets.

Performance Objective 2: For the 2020-2021 school year, approximately 60% of ELs in grades K-2 and 45% of ELs in grades 3-12 will make at least one level of English language proficiency progress as measured by TELPAS.



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



Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> As part of January's Learn and Lead Tuesday EL Support Meeting, teachers were led through the use of our English learner data management system, ELLevation, to review the ELPS-TELPAS proficiency levels and how to incorporate ELPS speaking and writing activities when lesson planning. In addition, during unit planning the bilingual coach ensures that ELPS strategies are discussed when including opportunities for FSGPT and critical writing in lesson plans. In the review of the various campus action plans, 3 of the elementary campuses have evidence of implementation and monitoring of these ELPS components. As part of the next principal/C&I director meetings, this will be continue to be a topic of training and discussion.</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 1: Recruit, hire, and retain exemplary personnel.



Evaluation Data Sources: Talent Ed







Strategy 1 Details	Reviews
<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> Lockhart ISD participated in the TASB pay study and are currently reviewing compensation options that are fiscally sound while at the same time remaining competitive in the market.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> We are in the process of securing an additional school for internship blocks as well as add an additional school for 3rd year teaching blocks. We are considering the option to pay bilingual student teachers during their student teaching rotation to increase the number of bilingual student teachers we have in the district. We have only had 1 bilingual student teacher in the past 4 years.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Recruit new employees via job fairs, local website, TASA Net, TASB, TASBO, social media outlets, and other local area media.</p> <p>Strategy's Expected Result/Impact: Increase applicant pool of highly qualified applicants. Increase fill rate of bilingual teachers for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Human Resources Director, and Executive Director of Communications and Community Services.</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. Have an Indeed account, post positions on appropriate organization websites, and continue to use social media to promote jobs in Lockhart ISD.</p> <p>Jan January 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. Have an Indeed account, post positions on appropriate organization websites, and continue to use social media to promote jobs in Lockhart ISD. Job fairs will again be virtual this year, but Lockhart ISD has signed up and will participate in those that are available.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<p>Strategy 4: Continually develop a pool of applicants to meet the ethnically diverse populations and linguistically diverse program services.</p> <p>Strategy's Expected Result/Impact: Increased acquisition and retention of ethnically diverse and linguistically diverse staff.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Human Resources Director, Principals</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> The District Equity Team launched in January 2021. The team is reviewing data from across the district, and part of this data pertains to staff and student demographics. In May, the team will be working on root causes of identified opportunities to improve the district, and from that shall come recommendations from the team for the district to use in its planning for 2021-2022. This will certainly include ways to ensure we have a pool of excellent candidates that also better meet the needs of our diverse student population.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




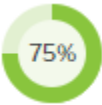
Strategy 5 Details	Reviews
<p>Strategy 5: Continue to enhance benefits to staff.</p> <p>Strategy's Expected Result/Impact: Improve staff retention and satisfaction, increased retention rates</p> <p>Staff Responsible for Monitoring: Chief financial officer, Human Resources Director</p>	<p>Nov November 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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 6 Details	Reviews
<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> We completed our 5th new to the profession meeting on Saturday, January 9th. We had 40 out of the 41 that were able to attend. Feedback from the day long session was very supportive of our efforts. Session 6 is planned for March 27th.</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.

Strategy 1 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> All administrators complete 25 walkthroughs a week. Administrators are on their second round of coaching cycles with staff based on the data collected during the walkthroughs based on instructional practices. We continue to calibrate with administrators monthly on the walkthrough data provided to insure the accuracy of the walk throughs . The data is used to support professional development opportunities provided to staff.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> All administrators complete 25 walkthroughs a week. Administrators are on their second round of coaching cycles with staff based on the data collected during the walkthroughs based on instructional practices.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<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>	<div data-bbox="1262 123 2030 505"> <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> </div> <div data-bbox="1262 529 2030 911"> <p>Jan January 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> </div> <div data-bbox="1262 935 2030 959"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1262 1000 2030 1024"> <p>June June Evidence of Progress</p> </div>





Strategy 5 Details	Reviews
<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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Bilingual, Gifted and Talented Coordinator, Campus Principals</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> In cooperation with Texas State, a ESL certification training was provided to staff to support them obtaining this certification. As well, the district continues to pay a stipend for employees who obtain their ESL certification. On Tuesdays the district continues to provide PD opportunities for best practices on ESL and GT strategies.</p> <p>Mar March Evidence of Progress</p> <p>A GT update for new to the profession teachers will occur on March 27. All new staff hired to the district for the 2021-2022 school year must have their ESL certification or will have an addendum added to their contract.</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 3: Communicate and invite collaborative input in decision making.

Evaluation Data Sources: Local Data Sources

Strategy 1 Details	Reviews
<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>Continue to provide staff with emails from the superintendent to update information occurring in the district. The annual Roar Rally was held on January 5th with the unveiling of the expansion to the shared Leadership model for LHS for the upcoming school year. We recently received the data from the staff engagement survey and are working as a leadership team to dive into the data and respond appropriately.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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  Staff forum was held on December 1, 2020. Roughly 65 elementary staff participated and 25 secondary staff.</p> <p>Jan January Evidence of Progress  There is planning in progress for the second staff forum to be held sometime in April.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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>Jan January Evidence of Progress  The staff engagement survey was open for two weeks the month of February. We recently received the data from this survey and are working as a leadership team to dive into the data and respond appropriately. From a quick glance the data overall is trending in a positive direction. For example, in 2020 86% of employees stated they were proud to work in Lockhart ISD compared to 2021 of 91%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 4 Details	Reviews
<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</p> <p> The 45 day stay satisfaction survey was not implemented in October 2020. The human resources department will send out a modified version to incapsulate the 45 and 130 day survey in January 2021.</p> <p>Jan January Evidence of Progress</p> <p> Stay interviews have been completed and data shared and reviewed with all supervisors. The feedback on the hiring process this year was much more favorable than the previous year. Employees noted it was fast and easy and they knew where to find the answers to their questions.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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</p> <p> Ongoing</p> <p>Jan January Evidence of Progress</p> <p> Ongoing</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







Strategy 1 Details	Reviews
<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> The C&I department has continued to offer 2 Tuesday Learn and Lead after school sessions a month at the elementary. We have not had anyone attend. The comments teachers have made to ICs is that there are too many other things they are pulled to do after school. For many campuses tutoring has also started after school and therefore teachers are not able to attend.</p> <p>At secondary this quarter most training has been campus based. For Junior High the administration gave a lot of training on testing for benchmarks and TELPAS. At High School the ICs have lead 1 session a month. They revamped the training to be 15 minutes of learning and then application time with coaches. The February session was well received.</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




Strategy 1 Details	Reviews
<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>We continued with a "Lockheart for People" in January and February with winners of the jeep for both of those months. We will role out "Unlocking Potential" leadership definition theme to staff for March, April, and May. Monthly competencies will be shared with the leadership team to allow them to communicate and foster the growth of for departments and campuses.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





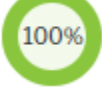
Strategy 2 Details	Reviews
<p>Strategy 2: Each month staff will be asked to identify examples in the district that exemplifies the corresponding competency and theme. Staff will be recognized for their efforts.</p> <p>Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals</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> We continued with a "Lockheart for People" in January and February with winners of the jeep for both of those months. We will role out "Unlocking Potential" leadership definition theme to staff for March, April, and May.</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

Strategy 1 Details	Reviews
<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>Jan  January Evidence of Progress</p> <p>Mar  March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: District Safety Task Force committee will be hold meetings at least 3 times per year to continue to evaluate the district's implementation of the district's standard response protocol and respond to safety and security issues as they arise.</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</p> <p> 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>Jan January Evidence of Progress</p> <p> While the District Safety Task Force has not met since October 14, 2020, the district safety coordinator has been working over the past several months to work through the appendices of the EOP. This work has included meetings with key stakeholders.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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>






Strategy 4 Details	Reviews
<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  All campuses and central office have completed the required monthly drills to date.</p> <p>Jan January Evidence of Progress  All campuses and central office have completed the required monthly drills to date.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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  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  Lockhart Police Department has started to provide the district again weekly DFARS. This allows us to track the interactions with SRO's are having with our students and staff. We are looking at extending the grant with the National Institute of Justice with Lockhart High School to continue to track data and provide PD for policing in schools.</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>	





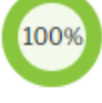
Goal 6: Lockhart ISD will ensure an educational environment that reflects a commitment to parent and family engagement and the social and emotional wellness, safety and security for all students and staff.








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

Evaluation Data Sources: Federal/State/Local Data Services

Strategy 1 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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>
Strategy 3 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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 Details	Reviews	
<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.</p> <p>Strategy's Expected Result/Impact: Improved communication and culture to support improved student academic achievement</p> <p>Staff Responsible for Monitoring: Campus Principals and Campus Counselors</p>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>All students and staff have received notification of the updates in the appropriate handbooks.</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 style="text-align: center;">  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 3: Lockhart ISD will increase student attendance to 97% for the 2020-2021 school year.


Evaluation Data Sources: PEIMS Attendance Data


Strategy 1 Details	Reviews
<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> While attendance continues to be a struggle this school year, we are beginning to see the gap closed from last year to this year. The state set up a system for districts to apply and maintain their hold harmless status for the upcoming school year. The district is reviewing this information and putting systems in place to set ourselves up to obtain the hold harmless status.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> Each campus has created systems to track down any no shows from last year. As well, digging into the data of their students that continue to have chronic absences. The school administrators have set up a systematic approach for contacting students with continual absences to re-engage them into school. Success contracts, home visits, out reach from teachers, administrators, counselors, and communities in schools are all ways that campuses are working to improve attendance and ultimately student engagement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<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> The SHAC committee met on February 8th. Items discussed were the introduction of our new LISD director of food and nutritional services. The committee was updated on the latest COVID-19 district updates. Conversation about how we will implement SB 435 curriculum for opioid instruction continued as we prepare for implementation to students in the coming months.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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>

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

Evaluation Data Sources: Local Data Sources

Strategy 1 Details	Reviews
<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> The District continues to communicate weekly with parents in the Lion List. Campus principals send out weekly communication to staff. Both Lockhart High School and Lockhart Junior High School held virtual course selections evenings for students to explore upcoming offerings at the school.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> The district made a total of 132,800 impressions on Twitter from December 1, 2020 - January 31, 2021. As of November 30, 2020, the district had 1,963 Twitter followers. The district had 1,985 followers by January 31, 2021. The district had 6,075 Facebook followers on August 1, 2020. The district increased that to 6,291 followers by January 31, 2021. The district had 5,835 likes on August 1, 2020. The district has increased this and currently has 6,041 likes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: District will inform and communicate parent information in English and home language of family.</p> <p>Strategy's Expected Result/Impact: Documents translated in Spanish and other languages necessary with will continue to strengthen relationships between school and parents and increase parents participation in their child's education.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Federal Programs Director, the Executive Director of Communications and Community Services, and Campus Administration.</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> On going</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
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



Strategy 1 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Nov</p> <p>November Evidence of Progress</p>  <p>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.</p> </div> <div style="margin-bottom: 20px;"> <p>Jan</p> <p>January Evidence of Progress</p>  <p>Guided reading training was finalized in January. Most teachers have been implementing guided reading since December. There are a few teachers who began guided reading in January.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar</p> <p>March Evidence of Progress</p> </div> <div> <p>June</p> <p>June Evidence of Progress</p>  </div> </div>



Strategy 2 Details	Reviews
<p>Strategy 2: Classroom and intervention support staff will utilize data to target instruction for all students during intervention and enrichment time.</p> <p>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.</p> <p>Priority reports will provide teachers instructional data to use for intervention planning.</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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> We have an established and continue to refine our RTI process where teachers, interventionist, special services teachers, and administrators meet to discuss the progress and modifications of student learning. Alignment of support services among teachers, interventionist, and special education staff has yielded better academic outcomes and social emotional support for our students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>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.</p> <p>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.</p> <p>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</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>	<p>Nov November Evidence of Progress</p> <p> We have established norms, scheduled dates, and met weekly PLC to analyze student data and discuss instructional practices.</p> <p>Jan January Evidence of Progress</p> <p> We have established PLC's and have added in a Lesson Plan Reviews (LPR's) component every other week. In PLC's, teachers are analyzing student data and reviewing student work. In the Lesson Plan Review meetings, teachers discuss, model instructional practices, incorporate Fundamental 5 strategies, and provides administrators coaching opportunities for professional growth.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



















Strategy 4 Details	Reviews
<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> Four of the Fundamental 5 strategies continue to be implemented by teachers. Teacher data indicated that frequent, small group, purposeful talk needed to be a greater focus in the entire campus. We provided support to address this need during PLCs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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> Multiple incentives have been implemented to encourage students to read and take AR tests. Each month, the class with the highest AR word totals receives a party and the student with the highest word count in each grade is recognized at the monthly assembly. Students are encouraged during their library specials to check out books that are AR.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<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> A parent and family engagement session targeting support for virtual and face-to-face students on literacy and math was plan for Saturday, December 5 but canceled due to the increase of COVID cases. Teachers continue to provide parents support to students and parents depending on student needs through different means (emails, Seesaw activities, phone calls, and video conferences) and tutoring. A tutoring and parent support schedule was created to support student and their families. There is tutoring support for everyday of the week including Saturdays. A Tutoring Call Center was designed to support students and parents on Saturdays from 9-11am. Face-to-face intervention supports for Saturdays will reconvene in February depending on COVID cases.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews
<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> The special education teachers are monitoring student progress and providing feedback to classroom teachers and the ARD committees. The special education teachers have been attending the RTI progress meetings to determine potential students who need special education testing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<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> The bilingual committee met in January to address the linguistic needs of students. Student data gathered from iStation, running records, TELPAS, and guided reading levels helped develop the linguistic profiles of students. This data was essential to the creation of the time and treatment schedules for teachers. With the time and treatment schedules, teachers have the tools to gradually transitioning students into English.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 9 Details	Reviews
<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. 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 . 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> The RTI committee continues to assess student progress based on data and teacher input. Continued support for teachers has been a big part in addressing the needs of students in Tier 2 and 3 interventions. A tutoring and parent support schedule was created to support student and their families. There is tutoring support for everyday of the week including Saturdays. A Tutoring Call Center was designed to support students and parents on Saturdays from 9-11am. Face-to-face intervention supports for Saturdays will reconvene in February depending on COVID cases.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 10 Details	Reviews								
<p>Strategy 10: Teachers will receive professional development and coaching on running records and guided reading.</p> <p>Strategy's Expected Result/Impact: The quality of guided reading instruction and questioning will improve, directly impacting student learning and achievement.</p> <p>The quality of questions turned into the campus principal will report an increase in rigor based on questioning rubric.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Kassie Russell Director of Elementary Curriculum, Faith Pope</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p>	<table border="0"> <tr> <td data-bbox="1262 123 1367 261"> <p>Nov</p>  </td> <td data-bbox="1398 123 2030 285"> <p>November Evidence of Progress</p> <p>The majority of teachers have received and finalized their training in December. Several new to the profession teachers will finalize their training in January.</p> </td> </tr> <tr> <td data-bbox="1262 302 1367 440"> <p>Jan</p>  </td> <td data-bbox="1398 302 2030 440"> <p>January Evidence of Progress</p> <p>Three new to profession teachers will finalized training on running records in February. The delay was due to issues caused by the pandemic.</p> </td> </tr> <tr> <td data-bbox="1262 456 1367 505"> <p>Mar</p> </td> <td data-bbox="1398 456 2030 505"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 521 1367 570"> <p>June</p> </td> <td data-bbox="1398 521 2030 570"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>The majority of teachers have received and finalized their training in December. Several new to the profession teachers will finalize their training in January.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Three new to profession teachers will finalized training on running records in February. The delay was due to issues caused by the pandemic.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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Goal 2: Every student (grades K-5) will make 1.5 years progress in math in the 2020-2021 school year.






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

Evaluation Data Sources: Renaissance Learning, checkpoint data, dreambox, and Reflex

Strategy 1 Details	Reviews
<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</p> <p>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> Through the prioritization of math talks, walkthroughs show that math talks are occurring more consistently across the campus. Teachers are utilizing math talks to provide students with a time to engage in frequent small group purposeful talk (FSGPT) informed by the Fundamental 5 initiative.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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 lessons a week for the month of November.</p> <p>Jan January Evidence of Progress</p> <p> Students have completed an average of 6.45 lessons a week for the month of January.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> Teachers continue to implement the strategies. Administrators provide feedback on the three instructional practices and are focusing in the lesson plan review meetings on engaging students in frequent small group purposeful talk. Teachers are working together to create strategic questions throughout the lesson that encourage small group purposeful talk.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 4 Details	Reviews
<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> A parent and family engagement session targeting support for virtual and face-to-face students on literacy and math was plan for Saturday, December 5 but canceled due to the increase of COVID cases. Teachers continue to provide parents support to students and parents depending on student needs through different means (emails, Seesaw activities, phone calls, and video conferences) and tutoring. A tutoring and parent support schedule was created to support student and their families. There is tutoring support for everyday of the week including Saturdays. A Tutoring Call Center was designed to support students and parents on Saturdays from 9-11am. Face-to-face intervention supports for Saturdays will reconvene in February depending on COVID cases.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Special education teachers will monitor student progress and review student math 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 (Dreambox, REN, and Reflex) 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: Build a foundation of reading and math, Improve low-performing schools - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - 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 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.</p> <p>Jan January Evidence of Progress</p> <p> The special education teachers are monitoring student progress and providing feedback to classroom teachers and the ARD committees. The special education teachers have been attending the RTI progress meetings to determine potential students who need special education testing.</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 3: Every English Learner (EL) at A.B. Strawn Elementary will make growth in math and reading.

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







Evaluation Data Sources: STAAR data for math and reading

Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> Academic and linguistic profiles were created for students and used to develop a time and treatment schedule for grades third and fourth. Those same student profiles also helped determine the language of instruction and testing for our EL students. Teachers are utilizing the time and treatment schedule to inform their instruction.</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 1: In order to encourage a healthy sense of self, build on critical thinking skills, and responsibility for self and others, students at Strawn Elementary will embrace leadership opportunities for students.




Evaluation Data Sources: Number of student led opportunities (clubs, assignments, task designations) on the campus.







Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress  Teachers have established clubs and met with students regularly. The safety and lego clubs will start in January.</p> <p>Jan January Evidence of Progress  Lego club started in January and students have participating since. The safety patrol club will be implemented in April. Teacher sponsorship delayed the start of the club.</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 2: A.B. Strawn will build teacher capacity by embracing leadership opportunities for all staff.

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



Strategy 1 Details	Reviews
<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> Mentors continue to support mentees in different capacities.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>







Strategy 2 Details	Reviews
<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> We continue to offer leadership opportunities for teachers to embrace and commit to the districts leadership definition. New to the district and profession have taken leadership roles on initiatives relating to parent and family engagement. They have been involved in the planning, presentation, and collection of feedback on the Saturday parent and family engagements.</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.

Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> Students and staff participated in an assembly in October recognizing their work, effort, and academic work. The next assembly is scheduled for December.</p> <p>Jan January Evidence of Progress</p> <p> Students and staff participated in an assembly in January that recognized students for their achievements in AR, growth in reading and math, 7 mindsets, and specials areas (PE, Art, Music). Assemblies are scheduled each month for the rest of the school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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 culuture.</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>	<p>Nov November Evidence of Progress</p> <p> Teachers have an opportunity to share their experiences with their peers during every PLC and staff meeting.</p> <p>Jan January Evidence of Progress</p> <p> Teachers have an opportunity to share experiences during both faculty meetings and PLC's. At the beginning of each faculty meeting, we recognize staff who are displaying that months leadership trait. We have also created two new awards (Lion of the Week and Teacher of the Month) that recognize staff who are going above and beyond.</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
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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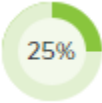

Goals





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









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

- Evaluation Data Sources:** Istation Student Summary Reports
 Skill growth Report
 AR
 Checkpoint Assessments
 STAAR
 running records
 Guided reading anecdotal notes
 Guided Reading running records
 Amplify

Strategy 1 Details	Reviews
<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>

Strategy 2 Details	Reviews
<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>
Strategy 3 Details	Reviews
<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 Details	Reviews
<p>Strategy 4: Bluebonnet will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classrooms. In addition, teachers will also be asked to practice an instructional high yield strategy to use each month to increase rigor and relevance .</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.</p> <p>Staff Responsible for Monitoring: Administration and all team leads will monitor daily using power walks.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 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%)</p> <p>Jan January Evidence of Progress</p> <p> Lesson Frame- 90% (just above good target of 85%) Power zone - 86% above great target of 75%) Small group purposeful talk- 56% (below goal of 70%) Recognize and Reinforce- 45% (above great target of 40%) Critical Writing- 24% (above good target of 15%)</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.</p> <p>Strategy's Expected Result/Impact: The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.</p> <p>Staff Responsible for Monitoring: All teachers will monitor their data walls.</p> <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> All teachers have data walls in their classrooms, 50% of teachers have them updated and use them for student data folders.</p> <p>Jan January Evidence of Progress</p> <p> All teachers have data walls in their classrooms, 75% of teachers have them updated and use them for student data folders</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



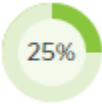

Strategy 6 Details	Reviews
<p>Strategy 6: Special education teachers and support teacher will engage and participate in PLC's with classroom teachers weekly to help develop instructional approaches that support classroom instruction and align with campus need TEKS</p> <p>Strategy's Expected Result/Impact: 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>
Strategy 7 Details	Reviews
<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 Details	Reviews
<p>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.</p> <p>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.</p> <p>Teachers will meet with small groups/ during guided math instruction to track growth progress of each student.</p> <p>Staff Responsible for Monitoring: All classroom teachers will monitor.</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 - Additional Targeted Support Strategy</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Nov November Evidence of Progress</p>  <p>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.</p> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p>  <p>78% 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.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p>  </div> <div> <p>June June Evidence of Progress</p> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will provide small group math instruction with use of manipulatives to all students on a weekly basis (5 times a week).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration/ teacher leads during power walks.</p> <p>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</p> <p>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</p>	<p>Nov November Evidence of Progress</p>  <p>Administration has conducted 619 walk throughs. Low rigor is 39%, medium rigor at 23%, high rigor 2%</p> <p>Jan January Evidence of Progress</p>  <p>Administration has conducted 856 walk throughs. 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>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will data plan weekly on ways to improve instructional approaches, and student achievement using the data to drive the instruction as stated in Bluebonnet's Effective Schools Framework</p> <p>Strategy's Expected Result/Impact: Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administrator will facilitate each PLC on Thursdays for each grade level. All campus norms set by teachers will be respected in followed.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development to help increase student achievement to reach 70% of growth in Math.</p> <p>Staff Responsible for Monitoring: Teachers/PLC facilitator</p> <p>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. 2 out of 6 grade levels have a PLC math objective as thier focus for current cycle 2.</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. 2 out of 6 grade levels have a PLC math objective as thier focus for current cycle 3</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

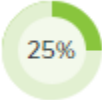



Strategy 4 Details	Reviews
<p>Strategy 4: Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using Power-Walks. Teachers will also have a monthly instructional focus using high yield approaches to increase rigor and relevance for student achievement.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making academic progress. Further, Power-walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. This data will be monitored and discussed with each teacher during their coaching cycle each 6 weeks.</p> <p>Staff Responsible for Monitoring: All teachers</p> <p>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</p>	<p>Nov November Evidence of Progress</p>  <p>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%)</p> <p>Jan January Evidence of Progress</p>  <p>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%)</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic content areas.</p> <p>Strategy's Expected Result/Impact: The use of data walls will help teachers and students track their data and use a visual to celebrate 75% growth of all students. Dreambox data for K-1 Ren Learn Math data for 2-5th also to include Reflex Math fluency data.</p> <p>Staff Responsible for Monitoring: All classroom Teachers will monitor their data walls.</p> <p>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</p>	<p>Nov November Evidence of Progress</p>  <p>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%.</p> <p>Jan January Evidence of Progress</p>  <p>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%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 6 Details	Reviews
<p>Strategy 6: Special education teachers will participate in PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals. Special education teachers will also have their own PLC's weekly.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Terry Armstrong- Lead Special education teacher.</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  Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP1- Approaches- 54 %, Meets- 9%, Masters 0%.</p> <p>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%.</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: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

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

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





Strategy 1 Details	Reviews
<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>
Strategy 2 Details	Reviews
<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 Details	Reviews
<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.</p> <p>Strategy's Expected Result/Impact: Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%.</p> <p>Staff Responsible for Monitoring: Counselor, Christie Contreras will monitor.</p> <p>Team includes PBIS committee, and Impact Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	<p>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</p> <p>Jan January Evidence of Progress  Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Jan. 11, 2021 our campus is at 92.16 increased from Dec. 18</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>	

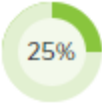





Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

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

Strategy 1 Details	Reviews
<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 Jan. 11, 2021 our campus is at 92.16 increased from Dec. 18</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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 Jan. 11, 2021 our campus is at 92.16 increased from Dec. 188</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 3 Details	Reviews
<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  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  Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through Jan. 11, 2021 our campus is at 92.16 increased from Dec. 18</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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  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  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>





Strategy 5 Details	Reviews
<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</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress  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  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>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	







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

Strategy 1 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>30%</p> </div> <div style="text-align: center;"> <p>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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>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 39%, medium rigor at 43%, high rigor 5%.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>

Strategy 2 Details	Reviews
<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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>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> We have had 4 learning sessions this year for teacher led professional developments. We have had a Fundamental 5 coaching session with all teachers and embedded equity training for all staff in January 2021.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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</p> <p>- 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> 2 check in's with new teachers and once a month check in's with all teachers, new teacher survey was done in January.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">Training happened on the campus on September 16, 2020.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px;">  <div style="margin-left: 10px;">Training happened on the campus on September 16, 2020.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 10px;"> June June Evidence of Progress </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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

Strategy 1 Details	Reviews
<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> <p> 55% 57% of Pre-K students met the goal for the first nine weeks grading period in Emergent Literacy.</p> <p>Jan January Evidence of Progress</p> <p> 70% 69% of Pre-K students met the goal for the first nine weeks grading period in Emergent Literacy.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> <p> 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> <p>Jan January Evidence of Progress</p> <p> Significant progress has been made. Lesson Fr 88%, Power Z 93%, SGPT-18%, PT 71%, and critical writing 3%. We definitely need to increase writing. Handwriting training was conducted for Pre-K teachers in January 2021.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> PLCs are conducted bi-weekly. We conduct data talks and skill checks weekly. Discussions are around effective strategies. We also look at data and are intentional in discussions with skills that show a need for growth.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



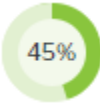

Strategy 4 Details	Reviews
<p>Strategy 4: Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.</p> <p>Strategy's Expected Result/Impact: Student growth in writing samples. Students will 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> 5% 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> 45% In PLC teachers share the different writing activities that they are doing with their students. We discuss the impact of writing through-out the different content, and ways to make writing more meaningful.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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> 0% We have not started teacher to teacher observations at this time.</p> <p>Jan January Evidence of Progress</p> <p> 0% We have not started teacher to teacher observations at this time due to COVID restrictions.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 6 Details	Reviews
<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  The first Literacy Night was held virtually on December 9th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<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  Currently, the overall Gen Ed Pre-K students in reading are 69%. ELL is currently at 66% in reading.</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

Strategy 1 Details	Reviews
<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> 20% of all pre-K students met the goal in math. They are on target to meet the goal.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> 70% 324 PW walkthroughs have been conducted. Every teacher receives at least one walk-through weekly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 3 Details	Reviews
<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> 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. As a team, we look at data and discuss areas of strength and areas in need of improvement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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 monitoring 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> Students are meeting the required minutes on Istation. This monitoring by the teacher and admin. Teachers and aides are being intentional with students by using the data to determine their individual needs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<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  We have not started teacher to teacher observations at this time.</p> <p>Jan January Evidence of Progress We have not started teacher to teacher observations at this time due to COVID restrictions.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Provide math resources for parents to use at home.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	<p>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.</p> <p>Jan January 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. Parent-teacher conferences were held on October 9th and February 12th.</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 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

Strategy 1 Details	Reviews
<p>Strategy 1: Have students with perfect attendance name printed in the local newspaper.</p> <p>Strategy's Expected Result/Impact: ADA will rise from 94.6% to meet or exceed our campus goal of 96%.</p> <p>Staff Responsible for Monitoring: Administration and PEIMS clerk</p>	<p>Nov November Evidence of Progress</p> <p> 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> 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 or conduct a home visit.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: Students with perfect attendance will be rewarded with an attendance field trip.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Administration</p>	<p>Nov November Evidence of Progress</p> <p> 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> 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. The students do receive intrinsic rewards for their good participation in school.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> 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> We have experienced an increase in attendance compared to last year, although our goal of 96% has not been met.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


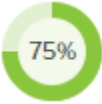


Strategy 4 Details	Reviews
<p>Strategy 4: Attendance Committee to review attendance data monthly and create an action plan based on results of data.</p> <p>Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 95%.</p> <p>Staff Responsible for Monitoring: Review campus and individual attendance monthly</p>	<p>Nov November Evidence of Progress</p> <p> 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> We have found that phone calls home when a student is absent has been most successful. This practice can help with the parent/teacher relationship when the teacher calls to check-up on a student. Attendance letters were sent out the first time when a student had 5 unexcused absences. A second letter was sent for 8 unexcused letters. Excessive absences parent conferences are scheduled.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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> 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> We have seen an increase in our attendance this year by 1+%. We have not met our attendance goal of 96% yet but we will continue to work toward it.</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.

Strategy 1 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>








Strategy 2 Details	Reviews
<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 that 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> Each week a lesson is taught from the 7 Mindsets and discussions that happen in the classroom as well as in counseling. The counselor provides the teachers with activities they can use for each subject. The counselor also conducts lessons and activities during counseling time with a focus on SEL.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> 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 often. Sometimes fitness activities occur during staff meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<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> 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. The teacher's attendance has improved compared to last year. ADA has been close to 95% at times.</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

Strategy 1 Details	Reviews
<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 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 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>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
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

Strategy 1 Details	Reviews
<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>	<p>Nov 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 January 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 --75%-This exceeds the "Great" target.</p> <p>Mar March Evidence of Progress</p> <p>June 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






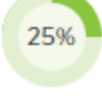
January Evidence of Progress
Current School-wide Word Count:
17, 637, 527







Mar

March Evidence of Progress

June

June Evidence of Progress



Strategy 3 Details	Reviews
<p>Strategy 3: Strategy: Accelerated Learning Time</p> <p>Every student will receive additional specialized instruction from classroom teachers, instructional aides, Response to Intervention (RtI) Lead teachers, Dyslexia teacher and special education teachers. Grouping and instructional focus will be based on multiple data sources to meet their specific reading strengths and needs. This includes students receiving special education and gifted and talented services.</p> <p>Strategy's Expected Result/Impact: By the end of the school year:</p> <ul style="list-style-type: none"> * 80% of students will perform and receive support at the Tier 1 (on or above level) *15 % of students will perform and receive support at the Tier 2 (slightly below level) *No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level) <p>Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RtI Lead Teacher-Lead Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div> <p>November Evidence of Progress</p> <p>57% of students are performing at Tier 1 Level 22% at Tier 2 and 21% at Tier 3 per November ISIP results</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>10%</p> </div> <div> <p>January Evidence of Progress</p> <p>54% of students are performing at Tier 1, 22% at Tier 2 and 24% at Tier 3 per January ISIP results.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div> <p>June Evidence of Progress</p> </div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: Strategy: Parental Involvement</p> <p>Clear Fork will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents and community members. (Ex. Virtual Make and Takes, Camp Out with a Good Book, Buddy Reading and Read-Union)</p> <p>Strategy's Expected Result/Impact: Students will learn strategies from reading role models that will help to increase reading proficiency levels as measured by running records, common assessments, district assessments and monthly ISIP reports.</p> <p>Parents will learn high-yield strategies to support reading at home with their child.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers-Lead</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>0%</p> </div> <div> <p>November Evidence of Progress</p> <p>Storybook Virtual Parade and Read Aloud on 10/30/2020 and Camp Out with a Good Book on 12/3/2020,</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>25%</p> </div> <div> <p>January Evidence of Progress</p> <p>Camp Out with a Good Book was held on 12/3/2020. A parent book club started in January. Parents and the principal will meet monthly to discuss 7 Keys to Comprehension.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div> <p>June Evidence of Progress</p> </div> </div>





Strategy 5 Details	Reviews
<p>Strategy 5: 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>Staff Responsible for Monitoring: Rebecca Leonard, Joan Schlaht and Nicole Lawrence</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress  To Date: August, September and October Teacher-led Breakout Sessions that address specific campus needs</p> <p>Jan January Evidence of Progress  Monthly Teacher-led Professional Development Continues. Lead teachers are also leading Professional Learning Community meetings.</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 during the 2020-2021 school year.

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

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

Strategy 1 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div data-bbox="1402 557 2007 618" style="margin-left: 10px;"> <p>2nd-5th Grade: 54% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div data-bbox="1402 719 2007 781" style="margin-left: 10px;"> <p>2nd-5th Grade: 42% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> </div>

Strategy 2 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Current Campus-wide Critical Writing % as measured by Powerwalks --25%-This meets the "Great" target.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>20%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>Current Campus-wide Critical Writing % as measured by Powerwalks --26%-This meets the "Great" target.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>
Strategy 3 Details	Reviews
<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>10%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>STEAM Night plans and preparations are underway for January.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>20%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>STEAM kits for virtual learners were distributed to parents for STEAM Night on January 14th.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>



Strategy 4 Details	Reviews
<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  To Date: August, September and October Teacher-led Breakout Sessions that address specific campus needs</p> <p>Jan January Evidence of Progress Monthly Teacher-led Professional Development Continues. Lead teachers are also leading Professional Learning Community meetings.</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: Every student (grade K-5) will make progress in writing during the 2020-2021 school year.

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

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

Evaluation Data Sources: 2021 STAAR Writing data
District Assessments
Rubrics



Strategy 1 Details	Reviews
<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>	<div data-bbox="1262 597 1367 732"> <p>Nov</p>  <p>20%</p> </div> <p>November Evidence of Progress</p> <p>Students continue to write daily. Rubrics will be applied to writing samples beginning in January.</p> <div data-bbox="1262 760 1367 894"> <p>Jan</p>  <p>45%</p> </div> <p>January Evidence of Progress</p> <p>January Writing Rubric Scores % of Students Scoring a 3 or 4</p> <ul style="list-style-type: none"> Kinder: 44% First: 30% Second: 25% Third: 22% Fourth: 87% Fifth: 39% <div data-bbox="1262 1068 1367 1101"> <p>Mar</p> </div> <p>March Evidence of Progress</p> <div data-bbox="1262 1149 1367 1182"> <p>June</p> </div> <p>June Evidence of Progress</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Strategy: Parental Involvement</p> <p>Clear Fork will host a spring Writing Showcase. Students' published work will be shared.</p> <p>Families will have the opportunity to write and publish together.</p> <p>Strategy's Expected Result/Impact: Student writing proficiency levels will increase as they routinely experience the writing process as measured by writing rubrics.</p> <p>Parents will develop ideas for supporting writing at home.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Librarian Classroom Teachers-Lead</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	<p>Nov November Evidence of Progress</p> <p> Adjustments to these plans will need to be made due to COVID. Students will have opportunities to virtually showcase their writing progress with parents.</p> <p>Jan January Evidence of Progress</p> <p> Date set and planning in progress for Writing Showcase the first week of March</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

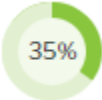







Goal 4: Clear Fork Elementary faculty and students will meet or exceed 97% average daily rate for the 2020-2021 school year.

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

Evaluation Data Sources: ADA report
Frontline

Strategy 1 Details	Reviews
<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> While our attendance rate has not improved compared to the 19-20 school year due to COVID, we are working closely with parents and teachers to address chronic attendance concerns.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> Virtual and face-to-face learners start each day with a class meeting. Disciplinary infractions continue to be greatly reduced compared to the 19-20 school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Strategy: 7 Mindsets</p> <p>Every classroom will teach a weekly 7 Mindsets lesson.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 7 Mindsets will create a universal language across the campus and district.</p> <p>Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor-Lead</p> <p>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</p>	<p>Nov November Evidence of Progress</p> <p> Virtual Student-led Mindset assemblies are held monthly. 57 Mindset Masters have been awarded this fall.</p> <p>Jan January Evidence of Progress</p> <p> Virtual Student-led Mindset assemblies are held monthly. 83 Mindset Masters have been awarded this year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Strategy: Sarah Mercado-Trust-Based Relational Intervention (TBRI) and Standard Response Protocol (SRP)</p> <p>All teachers received TBRI and SRP training at the beginning of the school year.</p> <p>Students will receive SRP training.</p> <p>Monthly safety drills will be conducted.</p> <p>Strategy's Expected Result/Impact: Teachers will have an increased awareness of sensitive issues.</p> <p>Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal-Lead</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> COVID protocols are consistently followed. Monthly drills continue.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Strategy: Frequent Physical Activity</p> <p>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.</p> <p>Student will take frequent movement-"Brain Breaks" throughout the day.</p> <p>Students will attend PE classes a minimum of 2 days a week.</p> <p>Students will participate in 10 minute TEKS-based exercises at the end of each lunch period.</p> <p>Strategy's Expected Result/Impact: Increase physical movement will improve the overall health of students and increase the attendance rate.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal PE Teacher</p>	<p>Nov November Evidence of Progress</p> <p> Brain Break take place throughout the day and during lunch.</p> <p>Jan January Evidence of Progress</p> <p> Brain Break are part of daily classroom and lunch time routines.</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
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 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.	12





Goals

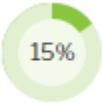
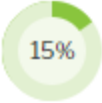



Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

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


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


Strategy 1 Details	Reviews
<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> Due to the up tick in COVID-19 cases, some teachers are meeting less in small groups.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> We are currently meeting 2 Thursdays out of the month for PLCs. We are still reviewing data but it is taking us longer to get into the details of it since we are meeting every other Thursday.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> Out of the 5 areas we have our goals in we are only meeting in 2 areas. We are above our goal in Power Zone and Recognize and Reinforce. We continue to climb in Lesson Frames. Small Group Purposeful Talk and Critical Writing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Each classroom will set a monthly goal for the number of AR points to accomplish. Edit in January: Each grade level has a requirement of words to read a semester. AR expectations - Word Count Kindergarten - 7,500 words for semester per classroom (approx. 1,500 a month) 1st grade - 20,000 words for semester per classroom (approx. 4,000 a month) 2nd grade - 50,000 words for semester per classroom (approx. 10,000 a month) 3rd grade - 105,000 words for semester per classroom (approx. 21,000 a month) 4th grade - 175,000 words for semester per classroom (approx. 35,000 a month) 5th grade - 250,000 words for semester per classroom (approx. 50,000 a month)</p> <p>Strategy's Expected Result/Impact: Student names will be displayed on the AR bulletin board for reading growth. Students will read recommended words per month. K - 1,500 a month 1st - 4,000 a month 2nd - 10,000 a month 3rd - 21,000 a month 4th - 35,000 a month 5th - 50,000 a month</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>7 students in K and 1st are meeting their monthly goals. 44 students in 2nd and 3rd grade are meeting their monthly goals. 12 students in 4th and 5th grade are meeting their monthly goals. 12% of our students are meeting their goals.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Staff will invite parents to participate in a Family Read In Night. This event is currently scheduled for November 17, 2020.</p> <p>Strategy's Expected Result/Impact: More parents will become involved with school events. Our goal is to have 35 parents attend.</p> <p>Staff Responsible for Monitoring: Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	<p>Nov November Evidence of Progress</p>  <p>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.</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 2: Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.

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

Evaluation Data Sources: Renaissance Learning, Dreambox, and Reflex





Strategy 1 Details	Reviews
<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> Teachers are doing less small group at this time due to the up tick in COVID-19 cases. We will continue to encourage teachers to do more small group at the end of February.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> PLC meetings occurs 2 times a month. We are unable to review data the week after testing but data is reviewed at the next PLC meeting.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<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>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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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> This is being prepared for by the RTI teacher.</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 3: All students will make progress in writing during the in 2020-2021 school year.

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

Evaluation Data Sources: STAAR reports, Writing Rubric data






Strategy 1 Details	Reviews
<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</p> <p> Teachers are meeting to get their prompts on December 11,2020.</p> <p>Jan January Evidence of Progress</p> <p> We were able to complete our first round of writing samples. We are behind schedule and we have these scheduled for the week of February 15th when the 4th grade takes their benchmark.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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</p> <p> 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> Patterns of power is taught in all 1st through 5th grade classrooms. Teachers have these in their lesson plans every week.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<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 This will be completed in the Spring 4-6 weeks before testing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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>	<p>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.</p> <p>Jan January Evidence of Progress Teachers are implementing Matt Glover into their writing time. They started using the program in January. This is in their weekly lesson plans.</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: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

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

Evaluation Data Sources: Walk through data, student surveys, teacher surveys, ADA Report

Strategy 1 Details	Reviews
<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> We completed our activity for the Dec. 16th faculty meeting. We will do another activity with staff before Spring Break.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> Teachers attended training with Sarah Mercado during our in-service week.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>






Strategy 3 Details	Reviews
<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</p> <p> 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> Every Monday, over the announcements we acknowledge our mindset of the week. Teachers have their mindset meetings on their schedules and in their lesson plans.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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</p> <p> Ms. Flores has covered red ribbon, bullying, and approximately 6 second step lessons.</p> <p>Jan January Evidence of Progress</p> <p> Ms. Flores has continued to teach second step lessons. She teaches them bi-monthly when she does her classroom visits.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<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 Books were order at the beginning of February.</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: 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

Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p>93.13 % of our students are engaged.</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: 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

Strategy 1 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> 3 days a week students attend PE and they attend recess everyday. Our students enjoy PE and get plenty of physical activity completed during their class. We have better attendance to our virtual PE now.</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
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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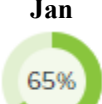
Goals

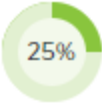



Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.




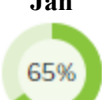




Performance Objective 1: During the 2020-2021 school year, 90% of students in grades K-5 will make at least 1.5 years of growth progress in reading.

Evaluation Data Sources: Istation reports

Strategy 1 Details	Reviews
<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> 66% of students reached their 1.5 year growth in Reading. 100% of teachers are conducting guided reading daily.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> 100% of teachers are completing lesson plans weekly. Teachers meet bi-weekly in PLCs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. 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> As of January 2020, 1305 walk throughs have been conducted on campus. Lesson Frame 87%, Power Zone 77%, FSGPT 23%, R&R 22%, and Critical Writing 27%. 100% of teacher had atleast 2 coaching conferences.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<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  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  Our word count as of January was 50,930,495 words. Prizes are being award to students monthly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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  Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on September 28th & October 30th.</p> <p>Jan January Evidence of Progress  Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on November 9th & December 14th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




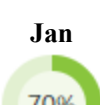
Strategy 6 Details	Reviews
<p>Strategy 6: Plum Creek will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents, and community members. (Ex. Literacy Night, Reading Mentors, Peer Reading, & Read-A-Thon)</p> <p>Strategy's Expected Result/Impact: Students 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>	<p>Nov  November Evidence of Progress Reading Parent Training & Support to focus on literacy and writing was held on November 16th. The training was offered virtually.</p> <p>Jan  January Evidence of Progress Reading Parent Training & Support to focus on literacy and writing was held on December 2nd. The training was offered virtually.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<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>	<p>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.</p> <p>Jan  January Evidence of Progress Bilingual PLC meetings are once every three weeks. Teachers have reviewed data and are focusing on speaking and writing.</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 of progress in math in 2020-2021.







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

Evaluation Data Sources: Dream Box reports (K-1), Ren Learning reports (2-5)

Strategy 1 Details	Reviews
<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> 100% of teachers are conducting small group instruction on math based on the 1305 walk throughs.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> 57% of classrooms are consistently conducting Math Talks daily.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<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>  64% of teachers have math critical writing activities daily during centers. <p>Jan January Evidence of Progress</p>  83% of teachers have math critical writing activities daily during centers. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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>  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>Jan January Evidence of Progress</p>  As of January 2020, 1305 walk throughs have been conducted on campus. Lesson Frame 87%, Power Zone 77%, FSGPT 23%, R&R 22%, and Critical Writing 27%. 100% of teacher had atleast 2 coaching conference. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<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> 100% of teachers are meeting weekly for planning and discuss data and meet bi-weekly with instructional leaders to review/plan WIN in reading and/or math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<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>	<p>Nov November Evidence of Progress</p> <p> Parent Math Training & Support scheduled for December 2nd.</p> <p>Jan January Evidence of Progress</p> <p> Next Parent Math Night planned for February 25, 2021.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 7 Details	Reviews
<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>	<p>Nov 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. Bilingual teachers are incorporating critical writing in math to help increase TELPAS writing scores.</p> <p>Jan January Evidence of Progress</p> <p> Bilingual PLC meetings are 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.</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 3: Every student (grades K-5) will make progress in writing in 2020-2021.

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

Evaluation Data Sources: Writing Rubric

Strategy 1 Details	Reviews
<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> <p> 86% of teachers are using Matt Glover or Patterns of Power consistently during their daily writing blocks.</p> <p>Jan January Evidence of Progress</p> <p> 100% of teachers are using Matt Glover or Patterns of Power consistently during their daily writing blocks.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> <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> <p>Jan January Evidence of Progress</p> <p> Teachers received BOY writing on September 24th and reviewed writing on December 10th. 91% of students made progress from September to December.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<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</p> <p> Potato Patch Projects were held the month of October. 52 participant campus wide.</p> <p>Jan January Evidence of Progress</p> <p> Gingerbread Projects were held in December. 124 participants campus wide.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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</p> <p> Not scheduled until the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p> Scheduled for February 17th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<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> 0%</p> <p>Jan January Evidence of Progress Parent Writing Tips were sent via Parent Newsletter. A date for the writing showcase has not been determined.</p> <p> 15%</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

Strategy 1 Details	Reviews
<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  As of the end of November, PC attendance was at 94.24%.</p> <p>Jan January Evidence of Progress  As of the end of January, PC attendance was at 93.92%.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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  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  Monthly challenges are being provided to house teams for word count. No incentives are being provided for attendance due to COVID protocols.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<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> We are not recognizing classes for attendance at this time.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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> No student performances scheduled at this time.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<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> Teachers are recognized weekly for displaying LISD Leadership qualities and behaviors in the staff newsletter as "Plum Creek Can Change the World" recipients.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<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> 100% of teachers complete 7 Mindset lessons weekly on Mondays. Counselor provides lessons bi-weekly to all classes during rotations/specials.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 7 Details	Reviews
<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  100% of students attend PE three times per week.</p> <p>Jan January Evidence of Progress  100% of students attend PE three times per week.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<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  SEL Training was provided in August 2020. Students are being referred for additional services through the HOGG Grant if needed.</p> <p>Jan January Evidence of Progress  Panorama survey was completed by students in January to measure students social/emotional levels.</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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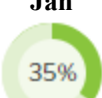
Goals






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

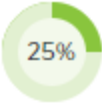





Performance Objective 1: During the 2020-2021 school year, 70% of students in grades 6-8 will make at least 1.5 years of growth progress in reading.

Evaluation Data Sources: RenLearn Assessments

Strategy 1 Details	Reviews
<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>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. Teachers meet during asynchronous days to plan instruction.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> Conversations regarding student progress are happening in PLCs - data from checkpoints and RenLearn assessments are going to be used in intervention planning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks for both, virtual and face-to-face instruction.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Administration will conduct up to 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.</p> <p>Staff Responsible for Monitoring: Principal, and content administrators.</p> <p>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</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> 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. In addition, 2021 newsletters include Fundamental 5 data so that teachers can see how the campus is doing on a weekly basis.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

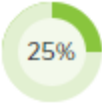

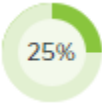

Strategy 4 Details	Reviews
<p>Strategy 4: Students will utilize RenLearn to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.</p> <p>Strategy's Expected Result/Impact: Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction.</p> <p>Staff Responsible for Monitoring: Principal, ELAR Administrator, ELAR teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	<p>Nov November Evidence of Progress  LJH has utilized RenLearn to assess student progress in reading. Teachers work on goal-setting with students.</p> <p>Jan January Evidence of Progress  Goal-setting conversations are happening with students - more students in 7th and 8th grade ELAR are showing 1.5 growth.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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 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  The master schedule shows that ELAR is blocked and students receive twice as much instructional time when compared to last year.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

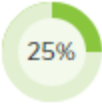

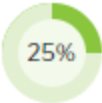

Strategy 6 Details	Reviews
<p>Strategy 6: All LJHS students will engage in silent sustained reading during their advisory class.</p> <p>Strategy's Expected Result/Impact: Increased reading stamina and skills.</p> <p>Staff Responsible for Monitoring: Advisory teachers</p> <p>Title I Schoolwide Elements: 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  During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

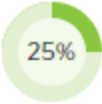





Goal 2: Every student (grades 6-8) will make 1.5 years of progress in Math in 2020-2021

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

Strategy 1 Details	Reviews
<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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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> Conversations regarding student progress are happening in PLCs - data from checkpoints and RenLearn assessments are going to be used in intervention planning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




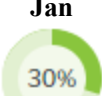
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks.</p> <p>Strategy's Expected Result/Impact: The 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 a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically.</p> <p>Staff Responsible for Monitoring: Principal and content administrators.</p> <p>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</p>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> 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. In addition, 2021 newsletters include Fundamental 5 data so that teachers can see how the campus is doing on a weekly basis.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Students will utilize RenLearn to accelerate learning in math skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress on student goals.</p> <p>Strategy's Expected Result/Impact: Monitoring of 1.5 years growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Teachers will show an average of 10% growth for each student per month of instruction.</p> <p>Administration and teachers will monitor student usage monthly.</p> <p>Staff Responsible for Monitoring: Campus principal, math department head.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Nov November Evidence of Progress</p> <p> LJH has utilized RenLearn to assess student progress in math.</p> <p>Jan January Evidence of Progress</p> <p> LJH has utilized RenLearn to assess student progress in math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 5 Details	Reviews
<p>Strategy 5: Math teachers will create opportunities for spiraled instruction in the mathematics classroom.</p> <p>Strategy's Expected Result/Impact: Increased performance on mathematics assessments.</p> <p>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</p>	<p>Nov November Evidence of Progress  All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</p> <p>Jan January Evidence of Progress  All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</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: LJHS will increase their average daily attendance rate for the 2020-2021 school year.

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

Evaluation Data Sources: ADA report

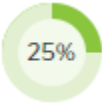

Strategy 1 Details	Reviews
<p>Strategy 1: Houses and student incentive winners will be recognized weekly for outstanding attendance during Monday morning announcements, social media and featured on school marquee. Students and Families will be able to view House Points live as an ongoing motivation tool.</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>Jan January Evidence of Progress This program is still in progress.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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>Jan January 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<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>Jan January Evidence of Progress  We have not shared out attendance data with students through campus-wide meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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>	<p>Nov November Evidence of Progress  We are still working on this strategy.</p> <p>Jan January Evidence of Progress  Due to COVID, attendance has drastically decreased.</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: LJHS will maintain a safe and positive environment for students, staff, and community stakeholders by increasing behaviors that promote learning and respectful interactions.



















Performance Objective 1: LJHS will decrease negative behaviors by 10% for the 2020-2021 school year.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews
<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 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 January Evidence of Progress</p> <p> Discipline referrals are down--</p> <p>Referral counts-</p> <p>2019-2020 Semester 1 - 1,620</p> <p>2020-2021 Semester 1 - 180</p> <p>89% decrease</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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 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 January Evidence of Progress</p> <p> Discipline referrals are down--</p> <p>Referral counts-</p> <p>2019-2020 Semester 1 - 1,620</p> <p>2020-2021 Semester 1 - 180</p> <p>89% decrease</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> Seven Mindsets is implemented with fidelity during advisory periods.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<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> First semester perfect attendance/PBIS awards assembly is scheduled for the 1st week in February.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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> We have made some strides in implementing some of these programs -- Red Ribbon Week initiatives were implemented in October.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews								
<p>Strategy 6: Increase opportunities for parental involvement and engagement while recognizing parental efforts through various virtual events.</p> <p>Strategy's Expected Result/Impact: Greater buy-in and participation from parents. Improved school culture and climate, decreased negative behaviors leading to discipline referrals, increase in leadership skills in students through modeling.</p> <p>Staff Responsible for Monitoring: Principal, Communities in Schools, school counselors, PBIS Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1 - 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</p>	<table border="0"> <tr> <td data-bbox="1262 115 1367 261"> Nov  </td> <td data-bbox="1367 115 2030 261"> November Evidence of Progress We are still exploring this area. </td> </tr> <tr> <td data-bbox="1262 261 1367 407"> Jan  </td> <td data-bbox="1367 261 2030 407"> January Evidence of Progress We are still exploring this area. </td> </tr> <tr> <td data-bbox="1262 407 1367 488"> Mar </td> <td data-bbox="1367 407 2030 488"> March Evidence of Progress </td> </tr> <tr> <td data-bbox="1262 488 1367 578"> June </td> <td data-bbox="1367 488 2030 578"> June Evidence of Progress </td> </tr> </table>	Nov 	November Evidence of Progress We are still exploring this area.	Jan 	January Evidence of Progress We are still exploring this area.	Mar	March Evidence of Progress	June	June Evidence of Progress
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<table border="0"> <tr> <td data-bbox="464 586 667 636">  No Progress </td> <td data-bbox="758 586 982 636">  Accomplished </td> <td data-bbox="1073 586 1335 636">  Continue/Modify </td> <td data-bbox="1430 586 1629 636">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
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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.





Strategy 1 Details	Reviews										
<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>	<table> <tr> <td data-bbox="1262 586 1381 631">Nov</td> <td data-bbox="1381 586 2030 631">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 631 1381 743"></td> <td data-bbox="1381 631 2030 743">Discontinued due to COVID restrictions</td> </tr> <tr> <td data-bbox="1262 743 1381 789">Jan</td> <td data-bbox="1381 743 2030 789">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 789 1381 834">Mar</td> <td data-bbox="1381 789 2030 834">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 834 1381 880">June</td> <td data-bbox="1381 834 2030 880">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Discontinued due to COVID restrictions	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
Nov	November Evidence of Progress										
	Discontinued due to COVID restrictions										
Jan	January Evidence of Progress										
Mar	March Evidence of Progress										
June	June Evidence of Progress										

Strategy 2 Details	Reviews
<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</p> <p> Algebra 1 teachers meet weekly to plan lessons and analyze assessment data</p> <p>Jan January Evidence of Progress</p> <p> Algebra 1 teachers continue to meet weekly to plan lessons and analyze assessment data. Assessment data and PowerWalk data has not demonstrated significant improvement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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> Admin continue to conduct PowerWalks in Algebra 1 classes and follow up with coaching conversations with teachers. Data for Frequent Small Group Purposeful Talk improved by 5%. Data for Power Zone improved by 7%. PowerWalk data still does not meet targets.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<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 All targeted students are enrolled in Algebra Lab</p> <p> 100%</p> <p>Jan January Evidence of Progress  100%</p> <p>Mar March Evidence of Progress  100%</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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 Teachers have observed practices at LJH and began to plan for implementation</p> <p> 5%</p> <p>Jan January Evidence of Progress Implementation of practices has begun.</p> <p> 40%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<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> 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>
Strategy 7 Details	Reviews
<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> 50%</p> <p>Jan January Evidence of Progress PLC teams continue to use SCA data to plan and respond. No significant progress was demonstrated between the mid-year benchmark and the Spring benchmark.</p> <p> 40%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 8 Details	Reviews
<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 Teachers are focusing on foundational standards in preparation for EOC.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<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 An RTI process is being designed for implementation in the second semester</p>  <p>Jan January Evidence of Progress Targeted interventions have been designed based on student need.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 10 Details	Reviews
<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 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 Targeted interventions have been designed based on student need.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 11 Details	Reviews
<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 Levels: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress EOC prep tutoring was provided for students taking the Algebra 1 retest in December.</p> <p>Jan January Evidence of Progress Targeted interventions have been designed based on student need.</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.

Strategy 1 Details	Reviews
<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  English 2 teachers meet weekly to plan lessons and analyze assessment data</p> <p>Jan January Evidence of Progress  English 2 teachers continue to meet weekly to plan lessons and analyze assessment data. Assessment data and PowerWalk data has not demonstrated significant improvement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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> Admin continue to conduct PowerWalks in English 2 classes and follow up with coaching conversations with teachers. Data for Frequent Small Group Purposeful Talk improved by 6%. Data for Power Zone improved by 10%. PowerWalk data still does not meet targets.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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</p> <p> World History Teachers have received training and ongoing support and have implemented strategies in class</p> <p>Jan January Evidence of Progress</p> <p> Full implementation in all World History classes.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<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> 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>
Strategy 5 Details	Reviews
<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> 50%</p> <p>Jan January Evidence of Progress PLC teams continue to use SCA data to plan and respond. No significant progress was demonstrated between the mid-year benchmark and the Spring benchmark.</p> <p> 40%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 6 Details	Reviews
<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 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 Teachers are focusing on foundational standards in preparation for EOC.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<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 Levers: 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 Targeted interventions have been designed based on student need.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>










Strategy 8 Details	Reviews
<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 Targeted interventions have been designed based on student need.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: 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: 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 EOC prep tutoring was provided for students taking the Algebra 1 retest in December.</p> <p>Jan January Evidence of Progress Targeted interventions have been designed based on student need.</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 2021 graduates will demonstrate College, Career, and Military Readiness.

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

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



Strategy 1 Details	Reviews
<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 The TSI reading exam was 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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 ASVAB opportunities continue to be scheduled throughout the spring semester. </p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




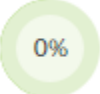






Strategy 3 Details	Reviews
<p>Strategy 3: A credit audit will be conducted for all LHS anticipated 2021 graduates. Counselors will ensure that CTE students meet all prerequisite requirements and are on track to participate in courses that culminate in an industry certification.</p> <p>Strategy's Expected 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  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>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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  Work is ongoing</p> <p>Jan January Evidence of Progress  Work is ongoing</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: 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.





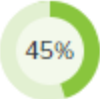
Strategy 1 Details	Reviews
<p>Strategy 1: PLC teams will explore examples of systems and structures for students to reflect on their learning data and use it to set goals for growth in all subject areas.</p> <p>Strategy's Expected Result/Impact: Teams will determine the best strategies for use. Each 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> Data Tracking Sheet implemented in Advisory period.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




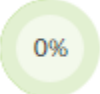






Strategy 2 Details	Reviews
<p>Strategy 2: A student progress strategy will be implemented in each course.</p> <p>Strategy's Expected Result/Impact: Students will be able to analyze their data, monitor their progress, and develop goals. Teachers will be able to identify strengths and weaknesses of students 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 Implementation delayed until semester 2 </p> <p>Jan January Evidence of Progress Discontinue </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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 Implementation delayed until semester 2 </p> <p>Jan January Evidence of Progress Discontinue </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.






Strategy 1 Details	Reviews
<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>Jan January Evidence of Progress Discontinue </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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>Jan January Evidence of Progress Buses are available and communication is ongoing </p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 3 Details	Reviews
<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 Implementation delayed until semester 2</p> <p> 0%</p> <p>Jan January Evidence of Progress Discontinue</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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 Implementation delayed until semester 2</p> <p> 0%</p> <p>Jan January Evidence of Progress Discontinue</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 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.

Strategy 1 Details	Reviews
<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 Attendance team meets weekly </p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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 Discontinue </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>



Strategy 3 Details	Reviews
<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 New procedures in place</p>  <p>Mar March Evidence of Progress</p>  <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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 New procedures in place</p>  <p>Mar March Evidence of Progress</p>  <p>June June Evidence of Progress</p>







Strategy 5 Details	Reviews
<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> 0%</p> <p>Jan January Evidence of Progress RTI process has been developed and is in use</p> <p> 60%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<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>	<p>Nov November Evidence of Progress Implementation delayed until semester 2</p> <p> 0%</p> <p>Jan January Evidence of Progress Ongoing work is in progress</p> <p> 40%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	




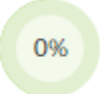


Goal 5: Lockhart High School will develop and promote compelling and aligned vision and mission statements focused on a safe environment and high expectations.




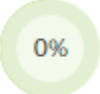


Performance Objective 1: Performance Objective 5.1: Lockhart High School will, by November 20, 2020, engage stakeholders in recreating the campus' mission and vision statements.






















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

Strategy 1 Details	Reviews
<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> Student surveys are planned for the spring semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<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 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>
Strategy 3 Details	Reviews
<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>

Strategy 4 Details	Reviews
<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>Jan January Evidence of Progress  Postpone until 2021-22</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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>Jan January Evidence of Progress  Postpone until 2021-22</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<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  Pending</p> <p>Jan January Evidence of Progress  Postpone until 2021-22</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<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  Pending</p> <p>Jan January Evidence of Progress  Postpone until 2021-22</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews														
<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>	<table border="0"> <tr> <td data-bbox="1268 123 1360 152">Nov</td> <td data-bbox="1520 123 1902 152">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1268 164 1360 256"></td> <td data-bbox="1402 164 1495 193">Pending</td> </tr> <tr> <td data-bbox="1268 285 1360 315">Jan</td> <td data-bbox="1520 285 1902 315">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1268 326 1360 418"></td> <td data-bbox="1402 326 1663 355">Postpone until 2021-22</td> </tr> <tr> <td data-bbox="1268 448 1360 477">Mar</td> <td data-bbox="1541 448 1881 477">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1268 488 1360 581"></td> <td></td> </tr> <tr> <td data-bbox="1268 610 1360 639">June</td> <td data-bbox="1541 610 1881 639">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Pending	Jan	January Evidence of Progress		Postpone until 2021-22	Mar	March Evidence of Progress			June	June Evidence of Progress
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<table border="0"> <tr> <td data-bbox="470 675 663 716"> No Progress</td> <td data-bbox="764 675 982 716"> Accomplished</td> <td data-bbox="1079 675 1335 716"> Continue/Modify</td> <td data-bbox="1436 675 1629 716"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue										
 No Progress	 Accomplished	 Continue/Modify	 Discontinue												

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.

Strategy 1 Details	Reviews								
<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>	<table border="0"> <tr> <td data-bbox="1262 565 1367 699"> <p>Nov</p>  </td> <td data-bbox="1402 565 2030 662"> <p>November Evidence of Progress</p> <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p> </td> </tr> <tr> <td data-bbox="1262 727 1367 862"> <p>Jan</p>  </td> <td data-bbox="1402 727 2030 824"> <p>January Evidence of Progress</p> <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p> </td> </tr> <tr> <td data-bbox="1262 878 1367 911"> <p>Mar</p> </td> <td data-bbox="1402 878 2030 911"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 943 1367 976"> <p>June</p> </td> <td data-bbox="1402 943 2030 976"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								

Strategy 2 Details	Reviews
<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  Students needing Algebra STAAR have taken necessary benchmarks</p> <p>Jan January Evidence of Progress  Students needing Algebra STAAR have taken necessary benchmarks. Students are actively working on EOC test prep for Algebra.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<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  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  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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 4 Details	Reviews
<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  USA Test Prep and Edgenuity has increased the level of tracking for each standard.</p> <p>Jan January Evidence of Progress  USA Test Prep and Edgenuity has increased the level of tracking for each standard. 57% of students passed December EOC with a higher percentage on Meets and Masters.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<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 can be connected 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  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  Face to Face students have benefitted from individual support, however virtual students have not received the same level of support. There has been an increasing amount of students switching to virtual.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




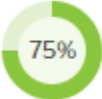
Strategy 6 Details	Reviews
<p>Strategy 6: Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	<p>Nov November Evidence of Progress  Specific practice days have been scheduled for both face to face and virtual students</p> <p>Jan January Evidence of Progress  Specific practice days have been scheduled for both face to face and virtual students which includes benchmarks</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 or exceed STAAR progress measure requirements.

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

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2020-21 school year, student performance on all STAAR EOCs will demonstrate growth as compared to English 1 STAAR EOC. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Strategy 1 Details	Reviews
<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  Implementation of PBL on campus has resulted in more effective teaching practices.</p> <p>Jan January Evidence of Progress  Implementation of PBL on campus has resulted in more effective teaching practices.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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  Students needing ELA I & II have taken necessary benchmarks</p> <p>Jan January Evidence of Progress  Students needing ELA I & II STAAR have taken necessary benchmarks. Students are actively working on EOC test prep for ELA.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<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> 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> 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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> USA Test Prep and Edgenuity has increased the level of tracking for each standard.</p> <p>Jan January Evidence of Progress</p> <p> USA Test Prep and Edgenuity has increased the level of tracking for each standard. 57% of students passed December EOC with a higher percentage on Meets and Masters.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<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 can be connected 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  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  Face to Face students have benefitted from individual support, however virtual students have not received the same level of support. There has been an increasing amount of students switching to virtual.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: 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: Principal, Assistant Principal</p>	<p>Nov November Evidence of Progress  Specific practice days have been scheduled for both face to face and virtual students</p> <p>Jan January Evidence of Progress  Specific practice days have been scheduled for both face to face and virtual students which includes benchmarks</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: PRIDE High School will improve average daily attendance rates for the 2020-21 school year as compared to the 2019-20 school year

Performance Objective 1: Pride High School will improve average daily attendance from a rate of 89% in 2019-20 to a rate of 92% or higher in 2020-21 by refining systems for monitoring and responding to attendance data, by improving interventions for students with poor attendance, and by cultivating a school-wide culture of good attendance.

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2020-21 school year, the average daily attendance meets or exceeds 92% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

Strategy 1 Details	Reviews
<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 We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>Jan  January Evidence of Progress We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<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 Parent communication and PTO has been established.</p> <p>Jan  January Evidence of Progress Parent communication and PTO has been established.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<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 This message is communicated everyday</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<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 Daily trackers and phone calls have increased student contact and support.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<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  Weekly attendance meetings to identify chronic absences.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<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</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved attendance</p> <p>Staff Responsible for Monitoring: 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  Weekly attendance meetings to identify chronic absences.</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 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

Date of Board Meeting:

Agenda Item

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RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

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February 25, 2021

To Whom it May Concern:

Due to the February, 2021 winter weather storm, the State of Texas recently dealt with the Electric Reliability Council of Texas' (ERCOT) directed rotating outages that affected the Lockhart, Texas area.

The rolling blackouts were in effect between the dates of February 13-19, 2021.

The City of Lockhart had three schools effected by the outages during this time. The Lockhart High School, Navarro Elementary School, and Clearfork Elementary School.

Sincerely,



Bob Leos
Superintendent
Electric Distribution

**DECLARATION OF LOCAL STATE OF DISASTER
FOR WINTER WEATHER EMERGENCY
CITY OF LOCKHART, TEXAS**

WHEREAS, the City of Lockhart ("City") has determined that severe weather poses and continues to pose a threat of widespread and severe property damage, injury, and loss of life due to prolonged freezing temperatures, heavy snow, and freezing rain in Lockhart; and

WHEREAS, as a result of such severe weather the City and its citizens have experienced loss or the threat of loss of critical infrastructure and services that are integral to the health, safety and welfare of our citizens, including loss of power, interruption of water pressure or service, and loss of communications, due to the freezing of service and supply lines from the continual unprecedented cold temperatures; and

WHEREAS, Section 418.108 of the Texas Government Code provides that the Mayor of the City may declare a local state of disaster to reduce the vulnerability of people and communities and authorizes the Mayor to declare a local state of disaster for up to seven (7) days without action of the City Council; and

WHEREAS, Chapter 16 of the City of Lockhart Code of Ordinances ("Code") makes the Mayor the emergency management director of the City and authorizes the Mayor to declare a local state of disaster, which declaration may be subject to confirmation by the city council at its next meeting; and

WHEREAS, the Mayor of the City of Lockhart has determined that extraordinary measures must be taken to prepare and alleviate any suffering of people and to protect or rehabilitate property; and

WHEREAS, the City Council of Lockhart desires to confirm such action of the Mayor;

NOW, THEREFORE, BE IT PROCLAIMED BY THE MAYOR AND CONFIRMED BY THE CITY COUNCIL OF THE CITY OF LOCKHART, TEXAS that:

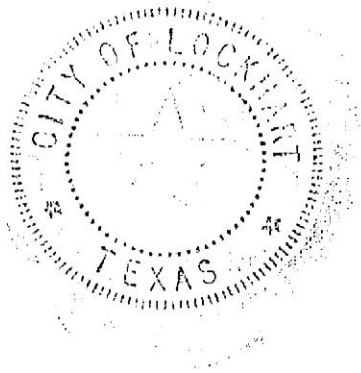
1. In accordance with Section 418.108 of the Texas Government Code and Sec. 16-2 of the City Code of Ordinances, a local state of disaster and public health emergency is hereby proclaimed for the City of Lockhart.
2. The local state of disaster shall continue from the date of this declaration until terminated by the Mayor or the City Council.
3. This declaration of a local state of disaster shall be filed promptly with the City Clerk and shall be given prompt and general publicity by the City Manager.
4. This declaration of a local state of disaster activates the City of Lockhart Emergency Management Plan.
5. That this declaration shall take effect immediately from and after its issuance.

ORDERED this the 23 day of February 2021.

Jim White
Jim White, Mayor

ATTEST:

Connie Constancio
Connie Constancio, City Secretary





City of Lockhart - City Government

Published by Connie Constancio  · February 17 at 7:29 AM · 



A **boil water notice has been issued for residents in Lockhart**. Due to critically low supply levels, residents are being urged to turn on their taps only for drinking and cooking. Boil before consuming. The City will inform residents when it is safe to resume normal water usage.

Community

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- Education
- Healthcare
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- Senior Citizen Activities Center

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Lockhart Community News



Boil water order lifted; Water safe for consumption

02/23/2021

Nearly a week after a boil water notice was put in place, the water is now safe for consumption in Lockhart. But, before drinking from the tap, you need to do a few things:

- Run all cold water faucets in your home for one minute.
- Flush automatic ice makers and discard the first three batches.
- Run your dishwasher a full cycle before using.
- Run water softeners through a regeneration cycle.

Also, here are some Frequently Asked Questions from the CDC should you run into some additional issues after a drinking water advisory:

When I turn on the faucet, the water splutters. Why?

You have air in your lines. Turn on the tap slowly and run the water until the spluttering stops.

The water is discolored. What should I do?

Flush water pipes by running the water until it is clear. Don't wash clothes if the water is discolored. Wait until the water runs clear at the tap. Wash a load of dark clothes first.

Why does my water have a strong smell?

The smell is probably chlorine. Often, water systems will increase chlorine levels to disinfect the pipes.

What should I do if my water pressure is low?

Check the faucet screens for trapped particles. Remove the screens and clean out any particles. Put the screens back on the faucet.

Do I need to clean out my faucets?

Yes. You should flush your faucets after the drinking water advisory.

- Turn on the main water valve.
- Turn on the cold water tap at all faucets and run the water until you feel a change in temperature. This may take several minutes. Begin with the faucet that is highest up in your home or building and then open the other faucets one at a time moving from the highest floor to the lowest.

Do I need to clean appliances?

Yes. Read the owner's manual for directions to clean appliances such as water softeners and filter units.

My refrigerator has a water dispenser/ice maker. Do I need to clean them?

Yes. Water dispensers and ice makers are connected to your water line. You need to flush and clean them. Follow the directions in the owner's manual or:

- Change the filter cartridges.
- Throw out ice
- Flush the water dispenser for 3-5 minutes
- Run the ice maker for an hour
- Throw out all the ice
- Wash and sanitize bin areas

Do I need to do something for the water softener?

Yes. You may need to run through a regeneration cycle. Follow the directions in the owner's manual.

I have a water treatment unit for the house. Does it need special care?

Yes. Change the filter cartridges. Some units need disinfecting. Follow the directions in the unit's owner's manual.

Figure: 30 TAC §290.47(c)(3)

**Boil Water Notice Rescinded
February 23, 2021**

On February 17, 2021, the Texas Commission on Environmental Quality required the City of Lockhart public water system, PWSID 0280001, to issue a Boil Water Notice to inform customers, individuals, or employees that due to conditions which occurred recently in the public water system, the water from this public water system was required to be boiled prior to use for drinking water or human consumption purposes.

The public water system has taken the necessary corrective actions to restore the quality of the water distributed by this public water system used for drinking water or human consumption purposes and has provided TCEQ with laboratory test results that indicate that the water no longer requires boiling prior to use as of February 23, 2021.

If you have questions concerning this matter, you may contact City of Lockhart at 512-398-6452.



By Kristen Meriwether, Editor LPR

The City of Lockhart issued a boil water notice to all residents on Wednesday Feb. 17, according to a release from the city.

“Due to critically low supply levels, residents are being urged to turn on their taps only for drinking and cooking. Boil before consuming,” the release said.

The City will inform residents when it is safe to resume normal water usage.

***UPDATED Feb. 17 at 1:00 p.m.: Here is a list of Caldwell County municipalities with water restrictions:

Martindale:

Under boil order until further notice, per Dan Huebner with Martindale Water on Facebook.

<https://www.facebook.com/groups/123555861780046/permalink/662439554558338>

“We are currently making repairs and doing our best to get the water back on. The latest I’ve heard is the Hays Caldwell plant (near Three Dudes Winery) is still having problems and hope to get them fixed today, but unfortunately I have no control over that. We are doing our best to get our plant online but without reliable power we won’t be able to produce water. Thank y’all for bearing with us and please realize we are doing everything in our power to get the water back on.”

Maxwell:

Maxwell Water Supply Corporation is advising residents of an extended system wide outage, per their we Privacy - Terms

<https://maxwellwsc.com/alerts>



“Fill up your bathtubs with any water you may have to use for flushing. We do not expect improvement in service until the weekend. Please reach out to local and county government for any resources they may have to offer.”

Boil Water Notice for Community Public Water Systems

February 16, 2021

Due to low storage levels and declining distribution pressures, the Texas Commission on Environmental Quality has required the Maxwell Water Supply Corporation, PWS ID 0280003 public water system to notify all customers to boil their water prior to consumption (e.g., washing hands/face, brushing teeth, drinking, etc.). Children, seniors, and persons with weakened immune systems are particularly vulnerable to harmful bacteria, and all customers should follow these directions.

To ensure destruction of all harmful bacteria and other microbes, water for drinking, cooking, and ice making should be boiled and cooled prior to use for drinking water or human consumption purposes. The water should be brought to a vigorous rolling boil and then boiled for two minutes.

In lieu of boiling, individuals may purchase bottled water or obtain water from some other suitable source for drinking water or human consumption purposes.

When it is no longer necessary to boil the water, the public water system officials will notify customers that the water is safe for drinking water or human consumption purposes.

Once the boil water notice is no longer in effect, the public water system will issue a notice to customers that rescinds the boil water notice in a manner similar to this notice.

Please share this information with all the other people who drink this water, especially those who may not have received this notice directly (for example, people in apartments, nursing homes, schools, and businesses). You can do this by posting this notice in a public place or distributing copies by hand or mail.

If you have questions concerning this matter, you may contact General Manager, Justin Ivicic at Maxwell Water Supply Corporation, 216 Main Street Maxwell, Tx., 512-357-6253.

Areas Affected:

Entire Aqua Water service area: Zone 1, East Caldwell County (Dale, McMahn and Red Rock)

Due to conditions which have occurred recently in the water system, the Texas Commission on Environmental Quality has required Aqua Water to notify customers to boil water prior to consumption. **The affected area is the entire Aqua Water service area.**

To ensure destruction of all harmful bacteria and other microbes, water for drinking, cooking, and ice making should be boiled and cooled prior to consumption. The water should be brought to a vigorous boil and then boiled for two minutes. In lieu of boiling, you may purchase bottled water or obtain water from some other suitable source. When it is no longer necessary to boil the water, Aqua Water Supply Corporation officials will notify you.

Aqua Water Supply also requests that you minimize water usage until this issue has been resolved.

At approximately 8:00 A.M., Tuesday, February 16, 2021, all of the Aqua Water Supply system experienced low pressure as a result of winter storm conditions and power outages. This loss of pressure may have allowed harmful microbes into the water system. Once repairs are complete, and the system is restored to normal operating conditions. The system will then be flushed with chlorinated water, and the boil water notice will only be lifted after our tests confirm the water is safe to drink. As soon as Aqua receives sample results, Aqua will notify customers through telephone messages, local media and cable channel 1.

If you have questions regarding this matter you may contact Dave McMurry: 512- 303-3943. VIA Facebook: <https://www.facebook.com/AquaWaterSupply>

Please understand that Aqua Water has not shut off water anywhere in our 1,100 square mile system. Due to lack of power, Aqua's entire water system does not have available water in elevated storage to supply water and pressure to supply lines except in a few small areas. About 90% of the system is either without water or has low pressure from dwindling supplies.

Aqua is waiting on Bluebonnet Electric to restore sustainable power before we can repressurize the water system and refill elevated storage tanks. We are currently only receiving enough power to provide about 10 to 15 minutes of recovery time before losing power again. The latest news is that Bluebonnet believes that ERCOT will be rolling back the blackouts this afternoon and Aqua will begin having more sustainable power. If true, then we can begin to restore the water system. Some areas will get water sooner than others. It is not possible to predict when, where, and who at the moment.

If you are currently without water, take normal cold weather precautions to protect exposed lines. Be sure to keep the cover in place over your water meter. If you are also without power, you should drain any home water lines in exterior walls.

Thank you for your patience during this complicated situation.

GoForth Special Utility District:



Boil Water Notice for Community Public Water Systems February 17, 2021 Due to rolling blackouts and anticipated low water pressure in the Goforth Special Utility District water system, the Texas Commission on Environmental Quality has required the Goforth Special Utility District public water system to notify all customers to boil their water prior to consumption (e.g., washing hands/face, brushing teeth, drinking, etc). Children, seniors, and persons with weakened immune systems are particularly vulnerable to harmful bacteria, and all customers should follow these directions). To ensure destruction of all harmful bacteria and other microbes, water for drinking, cooking, and ice making should be boiled and cooled prior to use for drinking water or human consumption purposes. The water should be brought to a vigorous rolling boil and then boiled for two minutes. In lieu of boiling, individuals may purchase bottled water or obtain water from some other suitable source for drinking water or human consumption purposes. When it is no longer necessary to boil the water, the public water system officials will notify customers that the water is safe for drinking water or human consumption purposes. Once the boil water notice is no longer in effect, the public water system will issue a notice to customers that rescinds the boil water notice in a manner similar to this notice. Please share this information with all the other people who drink this water, especially those who may not have received this notice directly (for example, people in apartments, nursing homes, schools, and businesses). You can do this by posting this notice in a public place or distributing copies by hand or mail. If you have questions concerning this matter, you may contact Mario Tobias at (512) 376-5695 or visit the Goforth website at www.goforthwater.org (<http://www.goforthwater.org>)

Tri-Community – Fentress, Prairie Lea, Staples

A post by the Prairie Lee Parent Teacher organization said, "FENTRESS, PRAIRIE LEA AND STAIRTOWN

IS ON A BOIL WATER ADVISORY FOR THE NEXT 72 HOURS

State regulations require all water systems to issue a boil water notice if the system's pressure falls below 35 psi Due to the blackout our system was drained causing TCW to fall below state requirements."

This information has NOT been verified and is not on the Tri-community website. Calls to Tri-Community went unanswered. Given that all surrounding areas have this notice, LPR is assuming this notice is true. We will work to further verify facts and will update this post as we can.

Polonia Water Supply Corporation: *UPDATED FEB 18 at 11:20 a.m.**

Polonia Water Supply Corporation

Boil Water Notice February 16, 2021

Due to freezing temperatures and power outages, the Texas Commission on Environmental Quality has required Polonia Water Supply North/0280007 and Polonia Water Supply Corporation South/0280020 to notify all customers to boil water prior to consumption.

To ensure destruction of all harmful bacteria and other microbes, water for drinking, cooking, and ice making should be boiled and cooled prior to use for consumption. The water should be brought to a vigorous rolling boil and then boiled for two minutes. In lieu of boiling. You may purchase bottled water or obtain water from some other suitable source for drinking water or human consumption purposed.

When it is no longer necessary to boil the water, Polonia Water Supply Corporation officials will notify you in a manner similar to this notice.

If you have any question you may contact Paul L. Pittman, General Manager at 512-559-2030.

Polonia Water supply corporation also request that you minimize water usage until this issue is resolved.

County Line Special Utility District: Uhland

WELCOME! ([HTTPS://WWW.CLSUD.COM/](https://www.clsud.com/))

BOIL WATER NOTICE - FEBRUARY 16, 2021 UNTIL THIS NOTICE IS REMOVED FROM THE WEBSITE

PLEASE BOIL ALL WATER BEFORE DRINKING OR COOKING. THE BOIL WATER NOTICE IS REQUIRED BECAUSE WATER PRESSURE IN OUR DISTRIBUTION SYSTEM HAS DROPPED BELOW MINIMUM STANDARDS.

THE BOIL NOTICE IS ONLY FOR WATER THAT MAY BE CONSUMED. WASHING DISHES, WASHING CLOTHES AND BATHING DOES NOT REQUIRE BOILING THE WATER.

WATER OUTAGE - THE UNPRECEDENTED STRAIN ON THE WATER SYSTEM DUE TO FREEZING WEATHER AND POWER OUTAGES, COUNTY LINE SPECIAL UTILITY DISTRICT IS UNABLE TO KEEP UP WITH THE DEMAND FOR WATER.

WE WILL CONTINUE TO PUMP WATER INTO THE SYSTEM AS OFTEN AS THE ELECTRICITY IS AVAILABLE. YOU WILL NOTICE AIR IN THE WATER LINE. THE AIR IS NOT HARMFUL, HOWEVER, AS A PRECAUTION WE ARE RECOMMENDING YOU BOIL WATER THAT IS TO BE CONSUMED.

COUNTY LINE SUD IS UNABLE TO OBTAIN WATER FROM GBRA / CANYON REGIONAL WATER AUTHORITY AS THEY CURRENTLY ARE UNABLE TO PUMP WATER.

COUNTY LINE SUD IS ABLE TO PUMP WATER FROM THE EDWARDS AQUIFER. THE ROLLING BLACKOUTS IS PREVENTING US FROM PUMPING WATER CONTINUOUSLY WHICH IS CAUSING THE LEVEL OF WATER IN OUR STORAGE TANKS TO LOWER, THEREBY CAUSING LOWER WATER PRESSURE / OUTAGES TO OUR CUSTOMERS. THIS IS TEMPORARY.

WE UNDERSTAND THAT OUR CUSTOMERS ARE FACING MANY CHALLENGES, WE THANK YOU FOR YOUR UNDERSTANDING DURING THIS UNPRECEDENTED WEATHER EVENT.

COUNTY LINE SUD IS NOT DISCONNECTING WATER TO ANYONE. IF YOU DO NOT HAVE WATER, YOUR WATER LINE(S) ARE FROZEN OR SEE ABOVE, IT IS POSSIBLE THE WATER STORAGE TANKS ARE TEMPORARILY EMPTY. Continue to leave your faucets in the open position. Also open the cabinet doors around your kitchen and bathroom sinks to allow the heat from the room to help keep the pipes warm.

Once the weather warms up above freezing and frozen pipes thaw, everyone needs to be diligent and check all pipes for leaks.

Wednesday – February 17th – the office is closed due to inclement weather.

Please call 512-398-4748 on Thursday & Friday – February 18th & 19th BEFORE traveling to the office. The office may be closed due to the inclement weather, we will continue to update the website.

If you have an emergency, you may email generalmanager@clsud.com or accounting@clsud.com, we will NOT have access to your account balances. Only emergencies will be responded to due to the inclement weather.



Phone: 1-800-842-7708

Email: memberservices@bluebonnet.coop

To whom it may concern,

2/26/2021

ERCOT the state electric grid operator issued a mandatory statewide rolling outage beginning at 1:30am on February 15, 2021. Bluebonnet Electric began rotating through sections of power lines in our load reduction program. As of midnight on February 17, 2021, Bluebonnet was able to suspend the rotating outages per direction from ERCOT.

Lockhart ISD was affected by these outages. Rolling outage duration ranged from 10 minutes to 45 minutes.

If you have any questions feel free to contact us at 800-842-7708.

Thank You,

Member Services

Lockhart Independent School District Board of Trustees

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RECOMMENDATION:

RECOMMENDED MOTION:

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

RESOLUTION

WHEREAS, the recent inclement weather resulted in the closure of all schools and facilities in the Lockhart Independent School District (“Lockhart ISD”) on February 12, 16, 17, 18, 19, 22 and 23 (a total of 7 work days) due to dangerous travel conditions and for the safety of students and staff and the community as a whole;

WHEREAS, February 15, 2021, was not a scheduled workday for any employees other than those employed by the maintenance and technology departments, but maintenance and technology employees were unable to work on February 15, 2021 due to inclement weather;

WHEREAS employees who are instructed not to report to work may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and noncontractual, salaried and non-salaried during the emergency closing caused by inclement weather serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

WHEREAS, on February 22, 2021, the Board delegated to the Superintendent the authority to determine which days missed due to the closure of school facilities or operations as result of inclement weather that employees will not be required to make up;

WHEREAS, on February 22, 2021, the Board found that a public purpose and a benefit to the LISD existed to compensate LISD employees for up to 7 work days missed due to closure of school facilities or operations as a result of inclement weather, and that this expenditure is necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c)

Now therefore it be resolved by the Board that:

1. All of the above-referenced paragraphs are incorporated into and made part of this resolution; and
2. In addition to the 7 work days previously approved for pay by the Board on February 22, 2021, the Board finds that a public purpose and a benefit to the exists to compensate only those LISD employees who were scheduled to work on February 15, 2021, 1 additional day; and,
3. The Board hereby authorizes the Superintendent to identify employees and absences covered by this Resolution, and to take any and all action necessary to fulfill the purposes of this Resolution.

Adopted by the vote of the majority of members of the Board of Trustees of the Lockhart
ISD present and voting at an open meeting of the Board on the 22nd day of March, 2021, at
which a quorum was present:

APPROVED:

ATTEST:

Steve Johnson
President, Board of Trustees

Warren Burnett
Secretary, Board of Trustees

Lockhart Independent School District Board of Trustees

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2021

**EDUCATION SERVICE CENTER REGION 13
BOARD OF DIRECTORS ELECTION**

ELECTION RESULTS

NAME OF BOARD MEMBERS VOTING:

I _____ certify that the Region 13 Education Service Center
Superintendent
Board of Directors Election was held by the _____

School Board Members on _____
Date

Enclosed are the ballots cast by members of the _____
ISD

School Board.

Date

Signature of Superintendent

ENCLOSE THIS COPY IN ENVELOPE #1