

**The Lockhart Independent School District
Board of Trustees
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,
Lockhart, TX 78644
Regular Meeting, June 28, 2021 – 6:30 PM**

Notice is hereby given that on June 28, 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. PUBLIC MEETING
 - A. Public Meeting for 2021-2022 Budget and Proposed Tax Rate 4
5. Recognitions
 - A. Caldwell County Coronavirus Relief Fund Grant
 - B. Lockhart Junior High School Million Word Readers
 - C. LISD #LockhartLeading Cultivate Talent Winner
 - D. LISD #LockhartLeading Personal Leadership Winner
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 Minutes
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 2. June 7, 2021 14
 - B. Approve Resolution Classifying Funds as Committed for 2020-2021 Financial Statements 16
 - C. Approve Final Amended Budget for 2020-2021 23
 - D. Approve Resolution Extending Depository Contract for Funds with First Lockhart National Bank 29
 - E. Approve Purchases from Skyward in Excess of \$50,000 33
 - F. Approve Change in Board Policy CPC(Local) 35
 - G. Approve Contract Extension for Southwest Food Service Excellence for 2021-2022 School Year 39
 - H. Approve 2021-2022 ESC-13 Commitment Forms 45
 - I. Approve Agreement Between Lockhart ISD and Communities In Schools of Central Texas, 2021-2022 51
 - J. Review Request for Advanced Class Waivers for Extracurricular Participation 58
 - K. Review Cash Investments Report 60
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10. COMMUNICATION/ACTION

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E. Consider and/or Approve the RSSP COVID-19 Recovery and Acceleration Plan for School Year 2021-2022	376
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G. Consider and/or Approve Staffing for the 2021-2022 School Year	380
H. Consider and/or Approve Delegate and Alternate for Texas Association of School Boards (TASB) 2021 Convention Delegate Assembly	382

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

12. BENEDICTION

13. ADJOURNMENT

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

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

Texas Government Code Section:

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

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

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

On this day of Thursday, June 24, 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.



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:

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Lockhart ISD will hold a public meeting at 6:30 PM 06/28/2021 in ML Cisneros Education Support Center, 419 Bois D'Arc, 2nd Floor Lockhart, TX. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

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

Maintenance Tax	\$0.909400 /\$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	\$0.257700 /\$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

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

Maintenance and operations	2.440000% (increase) or	% (decrease)
Debt service	24.880000% (increase) or	% (decrease)
Total expenditures	4.000000% (increase) or	% (decrease)

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

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$2,287,033,543	\$2,704,652,506
Total appraised value* of new property**	\$54,207,440	\$67,655,526
Total taxable value*** of all property	\$1,900,262,382	\$2,269,569,996
Total taxable value*** of new property**	\$52,220,957	\$66,983,416

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

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness:	\$63,519,961
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* Outstanding principal

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$0.909400	\$0.257700*	\$1.167100	\$3,568	\$6,629
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$1.118120	\$0.267510*	\$1.385630	\$4,365	\$6,383
Proposed Rate	\$0.909400	\$0.257700*	\$1.167100	\$3,798	\$6,525

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

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

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$166,968	\$191,352
Average Taxable Value of Residences	\$133,597	\$150,962
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.167100	\$1.167100
Taxes Due on Average Residence	\$1,559.21	\$1,761.87
Increase (Decrease) in Taxes	\$0.00	\$202.66

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

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is 1.174400. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of 1.174400.

Fund Balances

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

Maintenance and Operations Fund Balance(s)	\$10,890,103
Interest & Sinking Fund Balance(s)	\$1,719,634

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

2021-2022 PROPOSED BUDGET

	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
	Proposed	Proposed	Proposed	Proposed	Proposed
	Budget	Budget	Budget	Budget	Budget
	M&O	Debt Service	Maint Tax Note	School Nutrition	Grand Total
Estimated beginning fund balance 7/1	\$ 18,725,646	\$ 5,199,686	\$ -	\$ 1,488,009	\$ 25,413,341
LOCAL REVENUE SOURCES	\$ 18,256,979	\$ 5,283,927	\$ -	\$ 253,549	\$ 23,794,455
STATE REVENUE SOURCES	40,409,770	-	-	\$ 16,323	\$ 40,426,093
FEDERAL REVENUE SOURCES	300,000	-	-	\$ 3,846,755	\$ 4,146,755
TRANSFERS IN	-	-	373,632	\$ -	\$ 373,632
ESTIMATED TOTAL REVENUES	\$ 58,966,749	\$ 5,283,927	\$ 373,632	\$ 4,116,627	\$ 68,740,935
SALARIES/BENEFITS	\$ 42,193,633	\$ -	\$ -	\$ 1,233,780	\$ 43,427,413
CONTR/PROF SERV	10,397,381	-	-	2,571,740	\$ 12,969,121
SUPPLIES/MAT'LS	2,368,034	-	-	214,778	\$ 2,582,812
OTHER OPER COST	2,955,678	-	-	15,800	\$ 2,971,478
DEBT SERV COSTS	55,106	5,283,875	373,632	-	\$ 5,712,613
CAPITAL OUTLAY	454,565	-	-	-	\$ 454,565
TRANSFERS OUT	373,632	-	-	-	\$ 373,632
ESTIMATED TOTAL EXPENDITURES	\$ 58,798,029	\$ 5,283,875	\$ 373,632	\$ 4,036,098	\$ 68,491,634
Net increase (decrease) to fund balance:	\$ 168,720	\$ 52	\$ -	\$ 80,529	\$ 249,301
Estimated ending fund balance 6/30	\$ 18,894,366	\$ 5,199,738	\$ -	\$ 1,568,538	\$ 25,662,642

BUDGET COMPARISON
2021-2022 PROPOSED BUDGET TO 2020-2021 FINAL PROPOSED BUDGET

Function	Function Description	2020-21	2021-22	Change
		Final Proposed Budget	Proposed Budget	
XXX E 00 ----	TRANSFERS OUT	427,258	373,632	\$ (53,626)
XXX E 11 ----	INSTRUCTION	33,726,192	34,071,144	\$ 344,952
XXX E 12 ----	INST. RESOURCES & MEDIA SVCS	660,812	611,832	\$ (48,980)
XXX E 13 ----	CURRICULUM DEV.& INST.STF DEV	1,245,107	903,043	\$ (342,064)
XXX E 21 ----	INSTRUCTIONAL LEADERSHIP	600,392	667,609	\$ 67,217
XXX E 23 ----	SCHOOL LEADERSHIP	3,341,436	3,380,347	\$ 38,911
XXX E 31 ----	GUIDANCE & COUNSELING	1,227,019	1,032,173	\$ (194,846)
XXX E 32 ----	SOCIAL WORK SERVICES	188,237	182,042	\$ (6,195)
XXX E 33 ----	HEALTH SERVICES	661,598	506,490	\$ (155,108)
XXX E 34 ----	PUPIL TRANSPORTATION	3,591,013	3,580,804	\$ (10,209)
XXX E 35 ----	FOOD SERVICES	4,015,251	3,800,107	\$ (215,144)
XXX E 36 ----	COCURR./EXTRACURR.ACTIVITIES	1,780,305	1,544,573	\$ (235,732)
XXX E 41 ----	ADMINISTRATIVE SUPPORT SERVICE	2,446,654	2,554,736	\$ 108,082
XXX E 51 ----	PLANT MAINTENANCE & OPERATIONS	5,640,346	5,431,076	\$ (209,270)
XXX E 52 ----	SECURITY & MONITORING SERVICES	231,271	241,446	\$ 10,175
XXX E 53 ----	DATA PROCESSING SERVICES	896,696	1,260,170	\$ 363,474
XXX E 61 ----	COMMUNITY SERVICES	19,048	34,638	\$ 15,590
XXX E 71 ----	DEBT SERVICES	5,563,835	5,712,613	\$ 148,778
XXX E 81 ----	CAPITAL OUTLAY	3,313,608	454,565	\$ (2,859,043)
XXX E 93 ----	PAYMENTS TO FISCAL AGENTS\MBRS	1,675,116	1,688,594	\$ 13,478
XXX E 99 ----	INTERGOVERNMENTAL EXPENSE	392,500	460,000	\$ 67,500
XXX E ----	Expense	\$ 71,643,694	\$ 68,491,634	\$ (3,152,060)
Other Required information:				
		20-21 Actual Exp.	Proposed Budget	Change
<i>Note: Included in function 41 above are expenditures required by law to be published in a newspaper.</i>		\$ 816	\$ 3,000	\$ 2,184

Minutes of Regular Meeting

The Board of Trustees

Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, May 24, 2021, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:34 P.M. by Vice President Michael Wright. Other members present were Warren Burnett, Dr. Barbara Sanchez, Rene Rayos, Sam Lockhart and Tom Guyton. Steve Johnson arrived at 6:36pm.
2. Pledge of Allegiance
3. Invocation was given by Trustee Burnett
4. Recognitions
 - A. Universal Technical Institute Top Tech Challenge First Place Winner
 - B. Elementary Million Word Readers
 - C. Outstanding Lockhart FFA Competitors
 - D. THSCA Academic All-State - Tennis
 - E. Technology Student Association (TSA) - State Competitors
 - F. College Board National African American Recognition Program
 - G. College Board National Rural and Small Town Recognition Program
5. Public Comment

None.

6. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.072, (Deliberation Regarding Real Property), Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:
 1. Superintendent's Performance Review

The Board of Trustees on Monday, May 24, 2021 convened at 7:11 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board

ended its closed session at 8:08 PM on Monday, May 24, 2021. No votes, decisions, or actions were taken while in closed session.

7. Business: Consent Agenda

A. Approval of Minutes:

1. April 26, 2021

2. May 3, 2021

B. Approve 2021-2022 Board of Trustees Regular Meeting Schedule

C. Approve Disposal of Out of Adoption Instructional Materials

D. Review Cash Investments Report

E. Review Tax Collection Report

Trustee Guyton made the motion that the Board approve the consent agenda as presented. Trustee Lockhart seconded the motion. The motion passed, 7-0.

8. COMMUNICATION

A. School Health Advisory Committee Report

This presentation was given by SHAC Chairperson, Ryan Heger and District Health Services and Wellness Coordinator, Shelly Weber. No action was taken.

B. Progress Monitoring Data on District Achievement Targets

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

C. Leading Forward 2021-2022

This presentation was given by the Deputy Superintendent, Kim Brents; Assistant Superintendent, Dr. Stephaine Camarillo; and Assistant Superintendent, Adam Galvan. No action was taken.

D. Review 2021 Tax Rate to be Published

This review was given by Nicole Dean, Chief Financial Officer. No action was taken.

E. Review Date for Public Meeting on 2021-2022 Budget

This review was given by Nicole Dean, Chief Financial Officer. No action was taken.

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

This review was given by Nicole Dean, Chief Financial Officer. No action was taken.

G. Bank Depository Contract Renewal

This update was given by Nicole Dean, Chief Financial Officer. No action was taken.

H. Review 2021-2022 ESC-13 Commitment Forms

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

I. Replacement of Navarro Chiller

This update was given by Adam Galvan, Assistant Superintendent of Operations & Technology. No action was taken.

J. Review Competitive Sealed Proposal for Plumbing and Fire Alarm for Portable

This review was given by Adam Galvan, Assistant Superintendent of Operations & Technology. No action was taken.

9. COMMUNICATION/ACTION:

A. Consider and/or Approve 2021-2022 Employee Compensation Plan

Trustee Sanchez made the motion that the Board approve the 2021-2022 Employee Compensation Plan as presented. Trustee Guyton seconded the motion. The motion carried, 7-0.

B. Consider and/or Approve Revisions to Caldwell County Cooperative Special Education Shared Services Arrangement Agreement

Trustee Guyton made the motion that the Board approve the engagement of the law firm's involvement in revision of the proposed SSA agreement. Trustee Rayos seconded the motion. The motion carried, 7-0.

C. Consider and/or Approve Board Resolution regarding ESSER III and Policy CB(LOCAL), State and Federal Revenue Services

Trustee Guyton made the motion that the Board approve the Board Resolution regarding ESSER III and Policy CB (LOCAL). Trustee Burnett seconded the motion. The motion carried, 7-0.

D. Consider and/or Approve Staffing for the 2021-2022 School Year

Trustee Sanchez made the motion that the Board approve the proposed new staff positions, staff adjustments, and stipends for the 2021-2022 school year. Trustee Guyton seconded the motion. The motion carried, 7-0.

E. Consider and/or Approve Optional Masks Policy

Trustee Burnett made the motion that the Board approve Lockhart ISD to become fully mask-optional, both inside and outdoors, beginning June 1, 2021. Trustee Rayos seconded the motion. The motion carried, 6-1. Trustee Sanchez voted against the motion.

10. BOARD AND STAFF COMMENTS-ITEMS OF COMMUNITY INTEREST*
11. BENEDICTION was given by Trustee Guyton
12. ADJOURNMENT was at 9:56 PM by Board President Steve Johnson.

Steve Johnson, Board President

Warren Burnett, Board Secretary

Minutes of Special Meeting

The Board of Trustees Lockhart Independent School District

A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, June 7, 2021, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:30 P.M. by Board President Steve Johnson. Other members present were Warren Burnett, Dr. Barbara Sanchez, Michael Wright, Tom Guyton, Sam Lockhart and Rene Rayos.
2. Public Comment

None.

3. COMMUNICATION:

A. Review Contracting for Counseling Services for Students

This review was given by Nicole Dean, Chief Financial Officer. No action was taken.

B. Review Contracting for Executive Coaching for Principals

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

C. Review Change in Board Policy CPC(Local)

This review was given by Nicole Dean, Chief Financial Officer. No action was taken.

D. 2021-2022 Staffing and Budget Session

This presentation was given by Nicole Dean, Chief Financial Officer and Kim Brents, Deputy Superintendent. No action was taken.

4. COMMUNICATION/ACTION:

A. Approve Date for Public meeting on 2021-2022 Budget

Trustee Wright made the motion that the Board approve June 28, 2021 as the date for the public meeting for the budget and tax rate. Trustee Guyton seconded the motion. The motion carried, 7-0.

B. Approve 2021 Tax Rate to be Published

Trustee Burnett made the motion that the Board approve a 2021 maintenance and operations tax rate of \$0.9094 and an interest and sinking tax rate of \$0.2577, for a combined tax rate of \$1.1671 to be published. Trustee Rayos seconded the motion. The motion carried, 7-0.

C. Approve Budget Amendments

Trustee Guyton made the motion that the Board approve the budget amendments as presented. Trustee Burnett seconded the motion. The motion carried, 7-0.

D. Approve Staffing for the 2021-2022 School Year

Trustee Rayos made the motion that the Board approve the proposed new staff positions, staff adjustments, and stipends for the 2021-2022 school year. Trustee Guyton seconded the motion. The motion carried, 7-0.

5. CLOSED SESSION:

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

The Board of Trustees on Monday, June 7, 2021 convened at 7:48 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. The Board ended its closed session at 9:12 PM on Monday, June 7, 2021. No votes, decisions, or actions were taken while in closed session.

6. ADJOURNMENT was at 9:12 p.m. by Board President Steve Johnson.

Steve Johnson, Board President

Warren Burnett, Board Secretary

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Committed Fund Balance As of June 30, 2021

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/28/21
ADMIN/TECH						
Bluebonnet Office furniture and Clear Fork	Core Office Interiors	9410011291	199 23 6395 00 101 0 99	\$ 132.79	\$ -	\$ 132.79
			199 23 6397 95 105 0 99	\$ 1,681.96	\$ -	\$ 1,681.96
Engineering for Navarro Chiller Replacement	EMA Engineering & Consulting	9410011217	199 81 6629 08 103 0 99	\$ 12,500.00	\$ -	\$ 12,500.00
Engineering for Portables	EMA Engineering & Consulting	9410011259	199 81 6629 60 001 0 99	\$ 5,828.57	\$ -	\$ 5,828.57
			199 81 6629 60 105 0 99	\$ 1,457.14	\$ -	\$ 1,457.14
			199 81 6629 60 106 0 99	\$ 2,914.29	\$ -	\$ 2,914.29
Band Uniforms	Fred J. Miller	9410011027	199 36 6397 27 001 0 99	\$ 89,234.50	\$ -	\$ 89,234.50
Strawn Swing Set	Lea Park & Play, Inc	9410011242	199 81 6619 27 106 0 99	\$ 5,999.35	\$ -	\$ 5,999.35
Portables	Ramtech	9410011174	199 81 6629 60 001 0 99	\$ 438,490.00	\$ 350,564.35	\$ 87,925.65
			199 81 6629 60 105 0 99	\$ 86,770.00	\$ 69,366.98	\$ 17,403.02
			199 81 6629 60 106 0 99	\$ 251,700.00	\$ 201,636.67	\$ 50,063.33
Funds for Portables that hasn't been used yet			199 81 6629 60 001 0 99	\$ 115,204.00	\$ -	\$ 115,204.00
			199 81 6629 60 105 0 99	\$ 34,571.00	\$ -	\$ 34,571.00
			199 81 6629 60 106 0 99	\$ 49,325.00	\$ -	\$ 49,325.00
Fencing for Portables that hasn't been used yet			199 81 6619 53 001 0 99	\$ 11,400.00	\$ -	\$ 11,400.00
			199 81 6619 53 001 0 99	\$ 1,000.00	\$ -	\$ 1,000.00
			199 81 6619 53 001 0 99	\$ 2,000.00	\$ -	\$ 2,000.00
Technology for Portables that hasn't been used yet			199 81 6629 59 001 0 99	\$ 40,000.00	\$ -	\$ 40,000.00
			199 81 6629 59 001 0 99	\$ 10,000.00	\$ -	\$ 10,000.00
			199 81 6629 59 001 0 99	\$ 20,000.00	\$ -	\$ 20,000.00
Sidewalks for Portables that hasn't been used yet			199 81 6619 45 001 0 99	\$ 12,000.00	\$ -	\$ 12,000.00
			199 81 6619 45 001 0 99	\$ 2,000.00	\$ -	\$ 2,000.00
			199 81 6619 45 001 0 99	\$ 4,000.00	\$ -	\$ 4,000.00
Funds for ABS parking lot			199 81 6619 93 106 0 99	\$ 36,000.00	\$ -	\$ 36,000.00
furniture for ABS	Virco	9410011182	199 11 6397 95 106 0 99	\$ 15,785.18	\$ -	\$ 15,785.18
furniture for BB	Virco	9410011183	199 11 6397 95 105 0 99	\$ 20,864.42	\$ -	\$ 20,864.42
Furniture for Clear Fork	Virco	9410011184	199 11 6397 95 101 0 99	\$ 83,094.16	\$ -	\$ 83,094.16
Furniture for PCE	Virco	9410011185	199 11 6397 95 104 0 99	\$ 51,334.80	\$ -	\$ 51,334.80
Furniture for Navarro	Virco	9410011186	199 12 6397 95 103 0 99	\$ 5,026.05	\$ -	\$ 5,026.05
Furniture for Navarro	Virco	9410011187	199 12 6397 95 103 0 99	\$ 15,428.00	\$ -	\$ 15,428.00
Furniture for HS	Virco	9410011188	199 11 6397 95 001 0 99	\$ 92,599.92	\$ -	\$ 92,599.92
Furniture for JHS	Virco	9410011189	199 11 6397 95 045 0 99	\$ 183,573.61	\$ -	\$ 183,573.61
furniture for BB office	Hon Company	9410011243	199 23 6397 95 105 0 99	\$ 14,016.40	\$ -	\$ 14,016.40
			199 23 6395 00 101 0 99	\$ 1,106.55	\$ -	\$ 1,106.55
furniture for BB classrooms	Virco	9410011272	199 11 6397 95 105 0 99	\$ 6,945.64	\$ -	\$ 6,945.64
Devices used with radio towers	Particle Communications	9410010375	199 81 6619 70 999 0 99	\$ 222,500.00	\$ 206,250.00	\$ 16,250.00
Internet towers	Particle Communications	9410010377	199 81 6619 00 999 0 99	\$ 22,500.00	\$ 17,437.50	\$ 5,062.50
			199 81 6619 70 999 0 99	\$ 225,000.00	\$ 168,187.50	\$ 56,812.50
Wireless Access Points	Intech Southwest	4110002943		\$ 1,694.00	\$ -	\$ 1,694.00
19						
Total Admin/Tech:						\$ 1,182,234.33

Committed Fund Balance As of June 30, 2021

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/28/21
Maintenance						
Storm Damage - Coil replacement	Interior Climate Solutions	9360013768	199 51 62149 04 936 0 99	\$ 7,368.10	\$ -	\$ 7,368.10
Storm Damage - Coil replacement	Interior Climate Solutions	9360013771	199 51 62149 04 936 0 99	\$ 1,380.00	\$ -	\$ 1,380.00
Dumpster service through the end of July	Central Texas Refuse	9360013774	199 51 6249 91 936 0 99	\$ 7,000.00	\$ 2,672.79	\$ 4,327.21
Storm Damage - Coil Replacement Plum Creek	Interior Climate Solutions	9360013780	199 81 6629 08 999 0 99	\$ 12,208.60	\$ -	\$ 12,208.60
Storm Damage - Coil Replacement MLC	Interior Climate Solutions	9360013781	199 81 6629 08 999 0 99	\$ 12,885.50	\$ -	\$ 12,885.50
Storm Damage - Coil Replacement JHS	Interior Climate Solutions	9360013783	199 81 6629 08 999 0 99	\$ 8,513.60	\$ -	\$ 8,513.60
Transmission replacement for L3 Activity Bus	Mike's Auto Repair	9360013816	199 51 6249 21 936 0 99	\$ 1,921.25	\$ -	\$ 1,921.25
Valve replacement at MLC	Interior Climate Solutions	9360013883	199 81 6629 08 999 0 99	\$ 8,298.42	\$ -	\$ 8,298.42
Minisplit for HS MDF Room	Interior Climate Solutions	9360013900	199 81 6629 08 999 0 99	\$ 5,327.91	\$ -	\$ 5,327.91
Electrical parts district wide	Elliot Electric Supply	9360013926	199 51 6315 48 936 0 99	\$ 3,583.27	\$ 3,359.99	\$ 223.28
Electrical parts for portables	Dealers Electrical	9360013955	199 51 6315 48 936 0 99	\$ 8,866.54	\$ -	\$ 8,866.54
Cap Outlay - doors for partiton walls at Carver	Dumas Hardware Company	9360013957	199 81 6629 00 102 0 99	\$ 3,240.00	\$ -	\$ 3,240.00
Concrete Drive at Pride HS	Westhill Paving	9360013958	199 51 6299 93 936 0 99	\$ 9,300.00	\$ -	\$ 9,300.00
dexcavator rental for HS portables	United Rentals	9360013962	199 81 6629 60 001 0 99	\$ 1,886.88	\$ -	\$ 1,886.88
Storm Damage - Plumbing at Plum Creek	Cowan Plumbing	9360013967	199 51 6249 06 936 0 99	\$ 2,700.00	\$ -	\$ 2,700.00
Repair on Mainenance vehicle - TBD	Luling Chevrolet	9360013994	199 51 6249 21 936 0 99	\$ 500.00	\$ -	\$ 500.00
Total Maintenance:						\$ 88,947.29
High School						
Go PAC Equipment	B&H Photo	10020445	199 11 6499 76 999 0 99 0 76	\$ 2,863.08	\$ 919.08	\$ 1,944.00
Total High School:						\$ 1,944.00
Athletics						
Football Helmet reconditioning	Athletic Supply	1810010171	180 36 6299 02 001 0 91	\$ 9,153.00	\$ -	\$ 9,153.00
Football Helmets	Athletic Supply	1810010173	180 36 6399 11 001 0 91	\$ 17,015.00	\$ -	\$ 17,015.00
Girls Soccer uniforms	BSN Sports	1810010177	179 36 6399 31 999 0 91	\$ 5,225.00	\$ -	\$ 5,225.00
Girls Volleyball uniforms	BSN Sports	1810010178	179 36 6399 31 999 0 91	\$ 4,286.50	\$ -	\$ 4,286.50
Coaching School hotel	Grand Hyatt	1810010190	181 36 6411 97 999 0 91	\$ 1,570.77	\$ -	\$ 1,570.77
Coaching School hotel	LaQuinty	1810010191	181 36 6411 22 999 0 91	\$ 1,625.90	\$ -	\$ 1,625.90
track and cross country uniforms	BSN Sports	1810010202	181 36 6399 31 999 0 91	\$ 6,352.00	\$ -	\$ 6,352.00
girls basketball shoes	BSN Sports	1810010204	179 36 6399 31 999 0 91	\$ 1,260.00	\$ -	\$ 1,260.00
golf uniforms	BSN Sports	1810010206	179 36 6399 31 999 0 91	\$ 3,734.80	\$ -	\$ 3,734.80
girls basketball uniforms	BSN Sports	1810010207	181 36 6399 31 999 0 91	\$ 4,614.00	\$ -	\$ 4,614.00
JHS golf uniforms	BSN Sports	1810010211	179 36 6399 31 999 0 91	\$ 831.60	\$ -	\$ 831.60
tennis uniforms	BSN Sports	1810010220	179 36 6399 31 999 0 91	\$ 193.10	\$ -	\$ 193.10
			180 36 6399 31 999 0 91	\$ 824.88	\$ -	\$ 824.88
football wristbands	Athletic Supply	1810010221	180 36 6399 11 045 0 91	\$ 180.50	\$ -	\$ 180.50
basketball shoes	BSN Sports	1810010222	181 36 6395 00 001 0 91	\$ 1,640.00	\$ -	\$ 1,640.00
softball cleats	BSN Sports	1810010223	179 36 6399 00 999 0 99	\$ 1,008.00	\$ -	\$ 1,008.00
JHS boys uniforms	BSN Sports	1810010225	181 36 6399 31 999 0 91	\$ 5,907.50	\$ -	\$ 5,907.50
			181 36 6395 00 001 0 91	\$ 1,145.00	\$ -	\$ 1,145.00
		20	180 36 6399 00 045 0 91	\$ 450.00	\$ -	\$ 450.00
JHS girls uniforms	BSN Sports	1810010227	179 36 6399 31 999 0 91	\$ 9,237.25	\$ -	\$ 9,237.25

Committed Fund Balance As of June 30, 2021

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/28/21
Hooded sweats	Athletic Supply	1810010232	180 36 6399 31 999 0 91	\$ 780.86	\$ -	\$ 780.86
			181 36 6399 31 999 0 91	\$ 5,258.14	\$ -	\$ 5,258.14
Hooded sweats	Athletic Supply	1810010233	181 36 6399 31 999 0 91	\$ 3,900.00	\$ -	\$ 3,900.00
			179 36 6399 00 999 0 91	\$ 1,705.00	\$ -	\$ 1,705.00
Hats	BSN Sports	1810010235	179 36 6399 00 045 0 91	\$ 1,391.54	\$ -	\$ 1,391.54
			180 36 6399 00 045 0 91	\$ 144.46	\$ -	\$ 144.46
			181 36 6395 00 001 0 91	\$ 480.00	\$ -	\$ 480.00
Total Athletics:						\$ 89,914.80
Food Service						
Food Service Equipment	1st Choice Restaurant Supply	9410011197	240 35 6639 00 101 0 99	\$ 21,457.29	\$ -	\$ 21,457.29
			240 35 6639 00 102 0 99	\$ 22,630.86	\$ -	\$ 22,630.86
Food Service Equipment	ISI Commercial Refrigeration	9410011198	240 35 6397 00 001 0 99	\$ 8,397.95	\$ -	\$ 8,397.95
			240 35 6397 00 038 0 99	\$ 1,728.59	\$ -	\$ 1,728.59
			240 35 6397 00 101 0 99	\$ 1,422.29	\$ -	\$ 1,422.29
			240 35 6397 00 102 0 99	\$ 8,135.57	\$ -	\$ 8,135.57
			240 35 6397 00 103 0 99	\$ 3,594.04	\$ -	\$ 3,594.04
			240 35 6397 00 104 0 99	\$ 4,594.38	\$ -	\$ 4,594.38
			240 35 6397 00 105 0 99	\$ 1,728.59	\$ -	\$ 1,728.59
			240 35 6399 00 101 0 99	\$ 73.54	\$ -	\$ 73.54
			240 35 6639 00 001 0 99	\$ 34,534.02	\$ -	\$ 34,534.02
			240 35 6639 00 045 0 99	\$ 6,055.65	\$ -	\$ 6,055.65
			240 35 6639 00 101 0 99	\$ 42,843.09	\$ -	\$ 42,843.09
			240 35 6639 00 104 0 99	\$ 6,055.65	\$ -	\$ 6,055.65
			240 35 6639 00 105 0 99	\$ 27,439.81	\$ -	\$ 27,439.81
Kitchen hood repair at Pride	Firetrol Protection Systems	9360013972	240 51 6249 23 038 0 99	\$ 4,504.00	\$ -	\$ 4,504.00
Total Food Service:						\$ 195,195.32
Grand total						\$ 1,558,235.74
Totals by Fund:						
\$ 958,681.48	Portables and Furniture				Fund 1XX	\$ 1,363,040.42
\$ 143,446.64	Facilities maintenance and improvement				Fund 240	\$ 195,195.32
\$ 79,819.00	Internet towers and devices					
\$ 181,093.30	Supplies and capital outlay					
\$ 1,363,040.42	Fund 1XX					
\$ 1,558,235.74						

RESOLUTION – COMMITTED FUND BALANCE AT JUNE 30, 2021

The Board of Trustees of Lockhart Independent School District being convened in Regular Session at ML Cisneros Education Support Center Boardroom within the boundaries of the Lockhart Independent School District, on the 28th day of June, 2021, with a quorum present in the persons of

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the Lockhart Independent School District commits the following portions of its June 30, 2021 General Fund unassigned fund balance:

BE IT RESOLVED, the District commits \$143,446.64 for facilities maintenance and/or Improvements for June 30, 2021, and;

BE IT RESOLVED, the District commits \$958,681.48 for portable buildings and/or furniture and;

BE IT RESOLVED, the District commits \$79,819.00 for Internet towers and devices, and;

BE IT RESOLVED, the District commits \$181,093.30 for outstanding encumbrances for supplies and capital outlay at fiscal year-end for June 30, 2021, and;

IT IS ALSO HEREBY RESOLVED, ordered, and directed that the Lockhart Independent School District commits the following portions of its June 30, 2021 School Nutrition Fund unassigned fund balance:

BE IT RESOLVED, the District commits \$195,195.32 for food service equipment and supplies at June 30, 2021.

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

Warren Burnett, Secretary
Lockhart I.S.D. Board of Trustees

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:

BUDGET COMPARISON
2021-2022 PROPOSED BUDGET TO 2020-2021 FINAL PROPOSED BUDGET

Function	Function Description	2020-21	2021-22	Change
		Final Proposed Budget	Proposed Budget	
XXX E 00 ----	TRANSFERS OUT	427,258	373,632	\$ (53,626)
XXX E 11 ----	INSTRUCTION	33,726,192	34,071,144	\$ 344,952
XXX E 12 ----	INST. RESOURCES & MEDIA SVCS	660,812	611,832	\$ (48,980)
XXX E 13 ----	CURRICULUM DEV.& INST.STF DEV	1,245,107	903,043	\$ (342,064)
XXX E 21 ----	INSTRUCTIONAL LEADERSHIP	600,392	667,609	\$ 67,217
XXX E 23 ----	SCHOOL LEADERSHIP	3,341,436	3,380,347	\$ 38,911
XXX E 31 ----	GUIDANCE & COUNSELING	1,227,019	1,032,173	\$ (194,846)
XXX E 32 ----	SOCIAL WORK SERVICES	188,237	182,042	\$ (6,195)
XXX E 33 ----	HEALTH SERVICES	661,598	506,490	\$ (155,108)
XXX E 34 ----	PUPIL TRANSPORTATION	3,591,013	3,580,804	\$ (10,209)
XXX E 35 ----	FOOD SERVICES	4,015,251	3,800,107	\$ (215,144)
XXX E 36 ----	COCURR./EXTRACURR.ACTIVITIES	1,780,305	1,544,573	\$ (235,732)
XXX E 41 ----	ADMINISTRATIVE SUPPORT SERVICE	2,446,654	2,554,736	\$ 108,082
XXX E 51 ----	PLANT MAINTENANCE & OPERATIONS	5,640,346	5,431,076	\$ (209,270)
XXX E 52 ----	SECURITY & MONITORING SERVICES	231,271	241,446	\$ 10,175
XXX E 53 ----	DATA PROCESSING SERVICES	896,696	1,260,170	\$ 363,474
XXX E 61 ----	COMMUNITY SERVICES	19,048	34,638	\$ 15,590
XXX E 71 ----	DEBT SERVICES	5,563,835	5,712,613	\$ 148,778
XXX E 81 ----	CAPITAL OUTLAY	3,313,608	454,565	\$ (2,859,043)
XXX E 93 ----	PAYMENTS TO FISCAL AGENTS\MBRS	1,675,116	1,688,594	\$ 13,478
XXX E 99 ----	INTERGOVERNMENTAL EXPENSE	392,500	460,000	\$ 67,500
XXX E ----	Expense	\$ 71,643,694	\$ 68,491,634	\$ (3,152,060)
Other Required information:				
		20-21 Actual Exp.	Proposed Budget	Change
<i>Note: Included in function 41 above are expenditures required by law to be published in a newspaper.</i>		\$ 816	\$ 3,000	\$ 2,184

Lockhart ISD
Final Budget Amendment
June 28, 2021

								20-21	DR (CR)	New
								Appropriation	Amendment	20-21
FND	FN	OBJ	SO	ORG	YR-PIC	Code Description		Appropriation	Amendment	Appropriation
1. To record the final budget amendment for 2020-2021 for the General Fund Revenues:										
199	00	5711	00	000	000000	Taxes, Current Year Levy		15,151,248	610,000	15,761,248
199	00	5712	00	000	000000	Taxes, Prior Years		350,000	187,000	537,000
199	00	5716	00	000	000000	Taxes, Prior Years, Penalty & Interest		130,000	26,100	156,100
199	00	5717	00	000	000000	Vehicle Inventory Tax		-	8,471	8,471
199	00	5719	00	000	000000	Taxes, Current Year Penalty & Interest		80,000	35,025	115,025
199	00	5739	00	000	000000	Tuition and Fees		1,700	4,065	5,765
199	00	5742	00	000	000000	Earnings from Deposits		175,000	(30,000)	145,000
199	00	5743	32	000	000000	Facility Rental Income		45,000	(20,000)	25,000
199	00	5745	00	000	000000	Insurance Recovery		11,704	144,587	156,291
199	00	5749	00	000	000000	Other Revenues		30,000	12,431	42,431
199	00	5769	00	000	000000	Erate Funds		-	166,208	166,208
199	00	5811	00	000	000000	Available School Fund		2,257,158	150,000	2,407,158
199	00	5812	00	000	000000	Foundation School Fund		23,723,023	(600,000)	23,123,023
199	00	5931	00	000	000000	SHARS		180,000	65,478	245,478
								42,134,833	759,365	42,894,198
2. To record the final budget amendment for 2020-2021 for the General Fund Expenditures:										
194	23	6119	00	038	026000	Professional Salaries		42,371	2,500	44,871
194	23	6119	00	999	029022	Professional Salaries		42,371	2,500	44,871
199	23	6119	00	101	099000	Professional Salaries		159,590	10,000	169,590
199	23	6119	00	106	099000	Professional Salaries		154,231	10,000	164,231
199	32	6411	07	001	099000	Employee Travel		1,000	5,000	6,000
199	93	6492	00	902	023000	Payments to Fiscal Agents (Co-op)		1,625,116	50,000	1,675,116
199	99	6213	00	703	099000	Tax Appraisal and Collection		392,000	500	392,500
								2,416,679	80,500	2,497,179
3. To record the final budget amendment for 2020-2021 for the Child Nutrition Fund Revenue:										
240	00	5749	00	000	000000	Other local revenues		20,000	(5,000)	15,000
240	00	5751	00	600	000000	Breakfast		73,972	(72,679)	1,293
240	00	5751	00	611	000000	A La Cart		157,184	(105,206)	51,978
240	00	5751	00	612	000000	Adult		30,000	(11,666)	18,334
240	00	5829	00	000	000000	State program revenues		16,323	796	17,119
240	00	5831	00	000	000000	TRS on-behalf revenues		-	8,500	8,500
240	00	5921	00	000	000000	School breakfast		1,268,434	361,888	1,630,322
240	00	5922	00	000	000000	School lunch		2,004,300	626,050	2,630,350
240	00	5923	00	000	000000	Donated commodities revenue		151,039	80,788	231,827
240	00	5928	00	000	000000	Federal revenue		-	39,894	39,894
27								3,721,252	923,365	4,644,617

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



March 12, 2021

Lockhart Independent School District
Attn: Nicole Dean
419 Bois D' Arc St.
Lockhart, TX 78644
512-398-0000

Re: Extension of depository agreement dated April 28, 2017

Dear Nicole,

Regarding the extension of the Lockhart Independent School District Depository Agreement dated April 28, 2017 the Bank would be agreeable to extend the existing contract for an additional two years as discussed. The final proposal is detailed below. This is the best rate proposal that can be provided based on the current rate environment. Remember also that based on the current agreement LISD is not charged for any service or maintenance fees except for NSF fees.

The following proposed rates will be effective July 1, 2021 through June 30, 2023

Proposed APY for all LISD Super NOW accounts for the period July 1, 2021 thru June 30, 2023 will be equal to the 91 Day T-Bill discount rate adjusted monthly. There will be a floor APY of .25% and a cap of 1.00%. The APY will be calculated on a daily collected balance and updated on the first business day of each month.

All other terms and conditions remain the same.

If the new rate proposal is agreeable please let me know by July 1, 2021.

Cordially,

A handwritten signature in black ink that reads "Randall Till".

Randall Till, EVP/COO

Accepted by Lockhart Independent School District by:

A handwritten signature in blue ink that reads "Nicole Dean".

Nicole Dean, Chief Financial Officer

Date: 6/10/21

**Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories**

Resolved by the Lockhart Independent School District **that:**

First Lockhart National Bank *Board of Trustees*
(Name of Depository Bank) located at Caldwell
(Name of County)

County, State of Texas, being a bank as defined in section 45.201 of the Texas Education Code, and Lockhart ISD (CDN: 028902) agree to extend this depository
(Name of District)

contract pursuant to Texas Education Code Section 45.205, for an additional two-year term from 07-01-2021, through 06-30-2023. Under Texas Education Code Section 45.205(b), a school district and the district's depository bank may agree to extend a depository contract for three additional two-year terms. The extension constitutes the parties' Second two-year term.
(first, second, third)

Furthermore, under Texas Education Code Section 45.205(c), the contract term and any extension must coincide with the school district's fiscal year.

AGREED AND ACCEPTED on behalf of Lockhart Independent School District
Name of District

this the _____ day of _____, _____.

Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository this the _____ day of _____, _____.

Typed Name of Depository

Signature of Authorized Bank Officer

Title of Authorized Bank Officer

Acknowledgement

Acknowledged before me in _____ County, Texas, on _____, 20____, by

_____, bank officer of the Depository named in the preceding document, for the Depository.

Signature of Notary

(SEAL)

Notary Public in and for _____
County, Texas

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

PROPOSED REVISION

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records Administrator, as prescribed by Local Government Code 176.001 and 176.007 [See BBFA and CHE]
- Officer for Public Information, as prescribed by Government Code 552.201–.205 [See GBAA]
- Public Information Coordinator, as prescribed by Government Code 552.012 [See BBD]

Local Government Records Act

“Local Government Record”

Records Management Officer

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

The ~~chief financial officer~~purchasing director shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District’s records management program shall address the length of time records will be posted on the District’s website when the law does not specify a posting period.

Records Destruction Practices

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record

destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

[School Food Authority must choose either cost-reimbursable or fixed meal rate budget form, depending on which renewal contract the SFA

FOOD SERVICE BUDGET – COST-REIMBURSABLE
[To be completed by SFA]

[If SFA does not have a school board approved Budget, please submit a draft]

[Lockhart ISD School Food Authority

School Year 2021__ - 2022__

Revenues:

Cash Sales:

Student Breakfast Sales	_____
Student Lunch Sales	__79,854__
Student Snack Sales	_____
Student a la carte Sales	__153,695
Adult Sales	_____
Catering Sales	__20,000__
Interest Income	_____
Concession Sales	_____
Vended Meal Sales	_____
 Total Cash	 253,549__

State and Federal Reimbursement/Funding

National School Lunch Program	__2,260,637__
School Breakfast Program	__1,304,014__
Afterschool Care Program	__112,526__
Seamless Summer Option	_____
Summer Food Service Program	_____
State Matching Fund	__16,323__
USDA Foods Received	__169,578__
Other Funding	_____
 Total Reimbursements	 __3,863,078__

Total Revenues: = All Cash Sales +
All Reimbursements __4,116,627__

Exhibit C, Food Service Budget Continued

Expenses:

Gross Food Costs	_1,681,231_____
Food Delivery Costs	_____
USDA-donated Foods Used (Call TDA USDA Foods Division for annual usage amount for the SFA)	-- _____
USDA-donated Foods Delivery	_____
USDA-donated Foods Processing	_____
Total Food Costs	_1,681,231_____

Labor Costs (#FTE / PTE)
FSMC Salaried Employees: FTE _3_____ PTE _0_____

(Completed by the FSMC)

Summarize Here (Attach an individual categorical breakdown for each FSMC salaried employee. For each shared FSMC employee, SFA and FSMC must identify other SFAs with whom the employee is shared and the salary and benefit allocations for FSMC employee.)

Base Gross Salary	_198,692_____
Educational Assistance	_____
Incentive Payments	_____
Bonus	_____
Merit Increase	_____
Retirement / IRA	_____
401K, 403(b)(7)	_____
Fringe Benefits	_82,217_____
Payroll Taxes	_31,511_____

FSMC Hourly Staff FTE _1_____ PTE __0_____

Gross Salaries	30,588_____
Fringe Benefits	_7,726_____
Payroll Taxes	_538_____

District Hourly Staff FTE _47_____ PTE __0_____

Gross Salaries	_1,390,656_____
Fringe Benefits	_____
Payroll Taxes	_____

Exhibit C, Food Service Budget Continued

Other Payroll Costs (FSMC)	
Worker's Comp.	_____
Other	_____
Other Payroll Costs (District)	
Worker's Comp.	_____
Other	_____
Total Labor Costs	_1,741,928_____
FSMC Fees	
Administrative Fees Cost	_116,154_____
Management Fee Costs	_24,957_____
Total Fees	_141,111_____
FSMC Direct Costs – Subcategory Examples:	
Paper & Disposable Goods	_126,500_____
Replacements / Smallwares	_45,750_____
Contracted Labor – Specify	_____
Auto Expenses	_____
Insurance Expense	_____
Telephone	_____
Office Supplies	_9,000_____
Postage	_____
Bank Deposit Service	_____
Uniforms & Laundry	_6,000_____
Other Delivery & Freight/NonFood	_____
Advertising, Promotions & Menus	_____
Marketing/Franchise & Deco	_____
Equipment Repair	_____
Licenses	_____
Employee Travel	_____
Security background check	_____
Miscellaneous - Specify	_____
IT System	_____
Total FSMC Direct Costs	_187,250_____
SFA Direct Costs – Use same subcategory	
Examples as in FSMC Direct Costs	_65,000_____
Total SFA Direct Costs	_65,000_____
Total Direct Costs	_252,250_____

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

[Click here to print](#)

Administrative Services		
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ACPC01	Purchasing Cooperative 2021-2022	\$0.00
Subtotal:		\$0.00

Curriculum and Instruction		
-----------------------------------	--	--

ADDES01ADDES01	Discovery Education (DE) Streaming Media 2021 - 2022 District Discovery Education (DE) Streaming Media 2021 - 2022 District	\$10,820.00\$10,820.00
ACRSK01ACRSK01	School Ready - Ready, Set, K (RSK) 2021 - 2022 School Ready - Ready, Set, K (RSK) 2021 - 2022	\$4,000.00\$4,000.00
ACTR01ACTR01	TEKS Resource System (Curriculum) 2021 - 2022 TEKS Resource System (Curriculum) 2021 - 2022	\$32,915.00\$32,915.00
Subtotal:		\$47,735.00

Information Services		
-----------------------------	--	--

ADDL01ADDL01	Distance Learning Network 2021 - 2022 Distance Learning Network 2021 - 2022	\$3,000.00\$3,000.00
ADTSDS01ADTSDS01	TSDS PEIMS Cooperative 2021 - 2022 TSDS PEIMS Cooperative 2021 - 2022	\$3,000.00\$3,000.00
Subtotal:		\$6,000.00

School and Admin Support		
---------------------------------	--	--

ACEDU01ACEDU01	eduphoria! 2021 - 2022 Request SLA eduphoria! 2021 - 2022 Request SLA	\$0.00\$0.00
Subtotal:		\$0.00

Special Programs		
-------------------------	--	--

ACBEC01ACBEC01	Bilingual/ESL Cooperative for Districts Not in the Title III SSA 2021-2022 Bilingual/ESL Cooperative for Districts Not in the Title III SSA 2021-2022	\$5,000.00\$5,000.00
ACHEC01ACHEC01	Homeless Education Cooperative 2021 - 2022 Homeless Education Cooperative 2021 - 2022	\$1,000.00\$1,000.00
ACSCE01ACSCE01	SCE Special Allotment Cooperative 2021-2022 SCE Special Allotment Cooperative 2021-2022	\$1,000.00\$1,000.00

ACME01ACME01

ESSA Title I, Part C Migrant Education
Program SSA 2021-2022
ESSA Title I,
Part C Migrant Education Program SSA
2021-2022

\$0.00\$0.00

	Subtotal:	\$7,000.00
	Total:	\$60,735.00

2013 PURCHASING COOPERATIVE

ESC-20 Participation Commitment for 2021-2022

District Name: Lockhart ISD County/District Number: 028902

Education Service Center, Region 20 (Center) and the above named school district or open enrollment charter school (District) enter into the following cooperative service arrangement for the 2021-2022 school year, August 1, 2021 through July 31, 2022:

The Center will:

- Provide a resolution to be approved by the District's board for ESC-20 to act on its behalf in soliciting proposals
- Revise specifications each year
- Prepare and combine quantity request forms for each proposal
- Handle bidding procedures
- Abide by all procurement laws
- Enter proposals for tabulation and evaluation
- Arrange for an Award Committee to test and award proposals
- Develop award information forms for district use
- Send award information to vendors
- Develop system for gathering evaluation information from members on vendor performance and product quality
- Provide comparison information with previous awards to evaluate effectiveness of proposals
- Provide technical assistance to coop members
- Includes membership for the participation in PACE Purchasing Cooperative

The District will:

- Ensure an approved resolution to participate in Cooperative is on file with ESC-20
- Designate a district employee to serve as a liaison with ESC-20 for each of the selected options below
- Provide release time for meetings, proposal openings, and testing assistance as needed
- When requested and agreed, provide work space and additional employees to assist with testing
- Identify delivery location within District on purchase orders
- Prepare purchase orders for items awarded on proposals
- Ensure timely payments to vendors who receive proposal awards
- Provide ESC-20 with evaluation forms regarding vendor and product concerns

OPTION 1	GENERAL SUPPLIES	Participation fee: \$875
-----------------	-------------------------	---------------------------------

The Cooperative will solicit proposals for office and computer supplies, paper supplies, art supplies, PE supplies, visually impaired, instructional supplies, adaptive & assistive devices, custodial supplies, air filter, printer cartridges, electrical supplies, reproduction supplies, graphing calculators, floor care products and machine pads and general supplies. The general supplies proposals cover the areas of athletic equipment, band instruments, carpet/flooring, first aid and medical supplies, maintenance, merchandise, playground equipment, lawn and garden supplies, fire extinguishers, loss prevention supplies, stage equipment, bus and vehicle parts, furniture, marquees and uniforms. Also included is participation in PACE and its associated solicitations.

OPTION 2	EDUCATIONAL TECHNOLOGY	Participation fee: \$772
-----------------	-------------------------------	---------------------------------

The Cooperative will solicit proposals for Apple Microcomputer products, MS-DOS Microcomputer products, business office equipment, educational software, and other educational technology products and services requested by member districts. Also included is participation in PACE and its associated solicitations.

2013 PURCHASING COOPERATIVE

ESC-20 Participation Commitment for 2021-2022

District Name: Lockhart ISD County/District Number: 028902

Please circle options:

OPTION 1	\$875	X	
OPTION 2	\$772	X	

Superintendent Signature: _____

ESC-20 Contact Person:

District Contact Person: Tanya Homann

Jim Metzger

E-Mail/Phone: tanya.homann@lockhart.txed.net

E-mail: jim.metzger@esc20.net

(210) 370-5204

Please return by July 13, 2021 to: ESC-20 Business Office **Maintain a copy for district file.**
1314 Hines Avenue
San Antonio, TX 78208-1899

--For ESC-20 Use Only--

Revenue Codes: *Option 1 199-00-5729-00-240-200*
 Option 2 199-00-5729-04-240-200

Distribution: *Business Office*

Division: *Business & Human Resources*

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

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TYPE OF ACTION

DEPARTMENT:

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1. Create a collaborative culture of contagious ambition.
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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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

This AGREEMENT for services is entered into this ____ day of _____, 2021, by and between the Lockhart ISD and Communities In Schools of Central Texas, a non-profit corporation.

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

I. Scope of Services

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

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

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

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

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

II. Time of Performance

This AGREEMENT shall be for a term of twelve months, commencing on September 1, 2021 and continuing through August 31, 2022.

III. Compensation and Method of Payment

For consideration for the services to be performed by CIS under this AGREEMENT, the ISD shall pay to CIS \$ 129,000. Payment of \$64,500 shall be due and payable upon the execution of this Agreement. Balance of \$64,500 shall be due and payable on February 1, 2022.

IV. Additional Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mark Estrada, Superintendent of Schools

Suki Steinhauser, Chief Executive Officer

Date of Acceptance

Date of Acceptance

EXHIBIT A: DATA COLLECTION ELEMENTS

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

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

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

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

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

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

Authorized Signatures:

Suki Steinhauser, Chief Executive Officer
Communities In Schools

Date

Mark Estrada, Superintendent of Schools
Lockhart Independent School District

Date

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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:

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RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

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RECOMMENDED MOTION:

**Lockhart ISD
Cash Investments Report
As of May 31, 2021**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 284,025	\$ 20,540,134	\$ 2,169,147	\$ 22,993,306
Redemption Fund			\$ 2,159	\$ 2,159
Interest & Sinking Fund	\$ 455,454	\$ 4,797,630	\$ 672,578	\$ 5,925,661
Payroll			\$ 1,090,186	\$ 1,090,186
School Nutrition	\$ 6,669	\$ 1,245,401	\$ 360,082	\$ 1,612,151
Maintenance Debt Service			\$ 157,919	\$ 157,919
District Funds	\$ 746,148	\$ 26,583,164	\$ 4,452,070	\$ 31,781,381
C.D. Marshall JHS Scholarship		\$ 31,704		\$ 31,704
G.F. Hudnall Scholarship		\$ 15,568		\$ 15,568
J.M. Moore Scholarship		\$ 24,949		\$ 24,949
L. White Scholarship		\$ 14,092		\$ 14,092
Mary Barron Canning Sanders Schol.		\$ 6,003		\$ 6,003
Fiduciary Funds			\$ 9,186	\$ 9,186
Burditt Scholarship		\$ -		\$ -
Hazelett Scholarship		\$ 655		\$ 655
Roland Endowment Scholarship			\$ 20,445	\$ 20,445
Canning Engineering Scholarship		\$ 24,571		\$ 24,571
Mohle Scholarship		\$ 10		\$ 10
Top Ten Scholarship	\$ 374		\$ 179,434	\$ 179,808
Scholarship Funds	\$ 374	\$ 117,552	\$ 209,064	\$ 326,990
Monthly rate in Bank/Pool:	0.04%	0.07%	1.01%	

Earnings from Temporary Investment Budget Amount (General Fund)	\$ 175,000.00
Earnings Realized	\$ 139,018
Budget Balance (Interest received in excess of budget)	\$ 35,982

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

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BACKGROUND INFORMATION:

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RECOMMENDATION:

RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

MAY 2021

	May	Prior Months	TOTAL	PRIOR YEAR
2020 Tax Collection	\$262,745.55	\$19,757,161.18	\$20,019,906.73	\$19,217,970.49
2019 & Prior Collection	\$91,102.63	\$1,067,530.05	\$1,158,632.68	\$734,821.94
Total Tax Collection =	\$353,848.18	\$20,824,691.23	\$21,178,539.41	\$19,952,792.43

note: Above figures include penalties and interest collected

2020 Original Levy \$20,925,978.58

May 31, 2021 Percent of 2020 Tax Collected	95.36%
May 31, 2020 Percent of 2019 Tax Collected	93.99%
May 31, 2019 Percent of 2018 Tax Collected	95.11%
May 31, 2021 - Balance of Delinquent Tax	\$1,645,572.05
May 31, 2020 - Balance of Delinquent Tax	\$1,392,828.25
May 31, 2019 - Balance of Delinquent Tax	\$1,263,409.75

Corrections made to Current Tax Roll \$17,426.27

Corrections made to Delinquent Tax Roll \$37,717.98

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$17,235.87

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
Chief Appraiser
Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District

District Improvement Plan

2020-2021 Formative Review with Notes



Mission Statement

Lockhart ISD District Goals

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

Vision

Building a legacy of excellence.

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Goal 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.)	20
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.	24
Goal 5: Lockhart ISD will recruit, hire, develop and retain highly qualified staff to positively impact student academic performance.	40
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.	62

70





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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<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. Action plans are created based on data gaps and reviewed during 1:1 Principal Support Meetings.</p> <p>Mar March Evidence of Progress</p> <p> We have met 9 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.</p> <p>June June Evidence of Progress</p> <p> We have met 11 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. There will be a Principal Retreat June 22-23 to review data from the year and create next year's goals.</p>

Strategy 2 Details

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

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

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

Title I Schoolwide Elements: 2.4, 2.6

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. 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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress









Principal PLCs have now focused on Lesson Frame, FSGPT and Write Critically. There has been growth from Quarter 1 to Quarter 3. For Lesson Frame we are at 88% which is in the Good range, FSGPT is 19%. Write Critically is 33% which is considered in the Great range. We will continue to work on FSGPT as this has been the most difficult due to COVID mask wearing and distancing. We have however seen growth from the 6% from quarter 1 to 19% in the 3rd quarter. We are 1% point from the Good range.

June



June Evidence of Progress

We made significant gains in the use of our focused 3 components of Fundamental 5. We ended with Lesson Frame in the good range at 87%, FSGPT in the good range at 24%, and Write Critically in the great range at 28%. Although we did not hit Great for all three, growth was seen as Lesson Frame went from 78% in the first quarter to 87% in the last quarter, FSGPT from 7% to 24% and CW from 21%-28%.

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. 73</p> <p>Mar March Evidence of Progress</p> <p> No data was collected for March for students in grade 6 - 8 for 1.5 growth due to the snow storm that forced district wide closures for a week and a half. PK - 5 data was collected in istation which showed that 76% of those students met their 1.5 goal.</p> <p>June June Evidence of Progress</p> <p> 76% of PK - 5th graders met 1.5 year end goals while 54% of 6th - 10th graders 1.5 year end of goals. Combined 66% of students from PK - 10th met year end 1.5 goals.</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: Provide diagnostic testing three times a year (BOY, MOY, EOY) to measure student progress in interventions.

Strategy's Expected Result/Impact: The results will be utilized to measure improvements resulting in an increase in the MOY and EOY results.

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

Nov

November Evidence of Progress



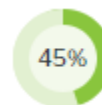
BOY data for ISIP shows 51% of students in PK-5 are Tier I.

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.

Jan

January Evidence of Progress



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.

Mar

March Evidence of Progress



There was not data collected since the MOY. The EOY assessment will begin April 19th and the data will be shared with the June Progress.

June

June Evidence of Progress



Amplify Mclass English EOY scores for Kinder shows 37% at Benchmark or Above, 1st grade is 41% at Benchmark or Above and 2nd grade is 50% at Benchmark or Above. This is an increase from BOY scores. Although we did not hit our target of 70%, we did see gains in all grade levels. Kinder went from 22% at BOY to 36% at EOY, 1st Grade was at 21% at BOY and increased to 41% at EOY, 2nd Grade increased from 34% at BOY to 50% at EOY.

Amplify Spanish IDEL EOY scores for Kinder shows 17% at Benchmark, 1st grade is 25% at Benchmark and 2nd grade is 47% at Benchmark. In Kinder the number of students decreased in Tier 1 (at Benchmark).

However in 1st and 2nd grade the numbers increased from 14% at BOY in 1st grade to 25% at EOY. In 2nd grade the numbers went from 39% at BOY to 47% at EOY.

Strategy 2 Details

Strategy 2: Interventionists will be placed on K-5 elementary campuses to assist targeted support for struggling learners.

Strategy's Expected Result/Impact: The additional intervention support on each campus will result in an increase in monthly tier movement .

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

Reviews

Nov



November Evidence of Progress

For ISIP in October and November, we had an increase from 49% to 50% in Tier 2, increase from 23% to 26% in Tier 2, and a decrease from 28% to 24% in Tier 3.

Jan



January Evidence of Progress

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%.

Mar



March Evidence of Progress









Between October to March we have increase 136 ISIP student tests. With the additional students, we have continued to see growth in our Tier 1 as it has increased from October to March from 49% to 53%. Our Tier 3 group has decreased from 28% to 26%. We have decreased students within our bilingual ISIP population between Oct. and March as some students transition into the English ISIP program. Our Tier 1 has decreased from 60% to 58%. However our Tier 3 numbers also decreased from 22% to 21%. Our Tier 2 numbers did show an increase from 17% to 21%.

June



June Evidence of Progress





We ended the school year with 52% of our students in Tier 1, 20% on Tier 2 and 28% on Tier 3.





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> Our Kinder students that were targeted as well below through Amplify decreased from 55% to 51%, 1st Grade remained at 60%, and 2nd Grade decreased from 52% to 47%. Some campuses are piloting using the Intervention program with Tier 2 students also who may not be getting intervention support from the Interventionist but still are considered Well Below in the program. Teachers at those campuses have been trained in the program.</p> <p>June June Evidence of Progress</p> <p> K-2 English Amplify results for Tier 3 all decreased by more than 10%. Kinder decreased from 55% at BOY to 44% at EOY, 1st grade decreased from 60% at BOY to 39% EOY, 2nd grade BOY at 52% to 36% at EOY. K-2 Spanish Amplify data showed an increase in Kinder students from 18% at BOY to 58% at EOY. First grade decreased from 54% at BOY to 50% at EOY. Second grade did decrease by more than 10% as they decreased Tier 3 from 45% at BOY to 33% at EOY.</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 79</p>  <p>TIMS have had 2 Learn and Lead trainings on Saturday February 26th and another one March 27th. Both days had between 35-60 participants. Teacher lead the trainings and the feedback we received was positive. The focus of both Saturday trainings were on Classroom Community and Fundamental 5.</p> <p>June June Evidence of Progress</p>  <p>The TIMS each worked with teachers on increasing Fundamental 5 strategies with technology. They saw increases with the teachers they worked with in the Spring.</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> Principal PLC has continued to include Fundamental 5 training which is a VIP tenet. We have now covered Lesson Frame, FSGPT and Write Critically. Since the beginning of year Lesson Frame has increased from 64% to 84%, FSGPT has increased from 6% to 18% and Critical Writing has increased from 19% to 2530%.</p> <p>June June Evidence of Progress</p> <p> The TIMs each worked with teachers on increasing Fundamental 5 strategies with technology. They saw increases with the teachers they worked with in the Spring.</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  First advisory meeting scheduled for December 3rd.</p> <p>Jan January Evidence of Progress  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 81</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>	<div data-bbox="1260 316 2016 479"> <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> </div> <div data-bbox="1260 495 2016 722"> <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> </div> <div data-bbox="1260 738 2016 966"> <p>Mar March Evidence of Progress</p>  <p>We have met 9 times for Principal PLC where 82 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> </div> <div data-bbox="1260 982 2016 1209"> <p>June June Evidence of Progress</p>  <p>We have met 11 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. There will be a Principal Retreat June 22-23 to review data from the year and create next year's goals.</p> </div>

Strategy 2 Details

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

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

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

Title I Schoolwide Elements: 2.4, 2.6

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. 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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress





Principal PLCs have now focused on Lesson Frame, FSGPT and Write Critically. There has been growth from Quarter 1 to Quarter 3. For Lesson Frame we are at 86% which is in the Good range, FSGPT is 17%. Write Critically is 18% which is considered in the Good range. We will continue to work on FSGPT as this has been the most difficult due to COVID mask wearing and distancing. We have however seen growth from the 6% from quarter 1 to 19% in the 3rd quarter.









June



June Evidence of Progress

We made some gains in the use of our focused 3 components of Fundamental 5. We ended with Lesson Frame at 83%, FSGPT at 16%, and Write Critically in the good range at 18%. Although we did not hit Good and Great for all three, growth was seen as Lesson Frame went from 68% in the first quarter to 83% in the last quarter, FSGPT from 7% to 16% and CW from 13%-18%.





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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 462"> <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> </div> <div data-bbox="1260 495 2016 690"> <p>Mar March Evidence of Progress</p>  <p>Due to a snowstorm in February, the district was closed for a week and a half which limited the data collected for March reports. However, for February (prior to the storm), 46% of students have met their 1.5 goal in grades 2 - 9.</p> </div> <div data-bbox="1260 706 2016 836"> <p>June June Evidence of Progress</p>  <p>56% of students in grades 2 - 5 met their 1.5 year end goals in math. 84</p> </div>









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>	<div data-bbox="1260 259 2016 406"> <p>Nov November Evidence of Progress</p>  <p>We started the year with 16% of our students at 80% fluency and for November we had an increase to 29% of students at 80% fluency.</p> </div> <div data-bbox="1260 422 2016 568"> <p>Jan January Evidence of Progress</p>  <p>End of January 36% of our students were at 80% fluency or above. This is an increase from 29% in November.</p> </div> <div data-bbox="1260 584 2016 730"> <p>Mar March Evidence of Progress</p>  <p>End of March 42% of our students were at 80% fluency or above. This is an increase from 26% in November.</p> </div> <div data-bbox="1260 747 2016 1039"> <p>June June Evidence of Progress</p>  <p>End of May 49% of our students were at 80% fluency or above. This is an increase from the beginning of the year when it was 16%. ABS grew from 11% to 48% fluency. BBE grew from 15% to 53%. CFE grew from 10% to 41%. Navarro grew from 15% to 47%. PCE grew from 10% to 52%.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1047 672 1104">  No Progress </div> <div data-bbox="756 1047 987 1104">  Accomplished </div> <div data-bbox="1071 1047 1344 1104">  Continue/Modify </div> <div data-bbox="1428 1047 1638 1104">  Discontinue </div> </div>	

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 86</p> <p> TIMS have had 2 Learn and Lead trainings on Saturday February 26th and another one March 27th. Both days had between 35-60 participants. Teacher lead the trainings and the feedback we received was positive. The focus of both Saturday trainings were on Classroom Community and Fundamental 5.</p> <p>June June Evidence of Progress</p> <p> The TIMS each worked with teachers on increasing Fundamental 5 strategies with technology. They saw increases with the teachers they worked with in the Spring.</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>	<div data-bbox="1260 259 2016 406"> <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> </div> <div data-bbox="1260 422 2016 714"> <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> </div> <div data-bbox="1260 730 2016 958"> <p>Mar March Evidence of Progress</p>  <p>Principal PLC has continued to include Fundamental 5 training which is a VIP tenet. We have now covered Lesson Frame, FSGPT and Write Critically. Since the beginning of year Lesson Frame has increased from 64% to 84%, FSGPT has increased from 6% to 18% and Critical Writing has increased from 19% to 25%.</p> </div> <div data-bbox="1260 974 2016 1136"> <p>June June Evidence of Progress</p>  <p>The TIMs each worked with teachers on increasing Fundamental 5 strategies with technology. They saw increases with the teachers they worked with in the Spring.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1153 672 1201">  No Progress </div> <div data-bbox="756 1153 987 1201">  Accomplished </div> <div data-bbox="1071 1153 1344 1201">  Continue/Modify </div> <div data-bbox="1428 1153 1638 1201">  Discontinue </div> </div>	

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> We have met 9 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>June June Evidence of Progress</p> <p> We have met 11 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. There will be a Principal Retreat June 22-23 to review data from the year and create next year's goals.</p>

Strategy 2 Details

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

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

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. 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.

Jan



January Evidence of Progress

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 53% to 69%, FSGPT 1% to 3% and Critical Writing 27% to 36%. We are meeting "great" in Critical Writing. We have not yet met "good" in Lesson Frame nor FSGPT. 89

Mar





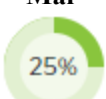

March Evidence of Progress









Principal PLCs have now focused on Lesson Frame, FSGPT and Write Critically. There has been growth from Quarter 1 to Quarter 3. For Lesson Frame we have increased from 53% to 75% , in FSGPT we have increased from 1% to 11%. With Write Critically our increase has been from 27% to 52%. Write Critically remains in the "great" level. We have yet to achieve the "good" level with Lesson Frame or FSGPT. The growth has been significant since the beginning of the year.

June

June Evidence of Progress

We made some gains in the use of our focused 3 components of Fundamental 5. We ended with Lesson Frame at 76%, FSGPT at 4%, and Write Critically in the good range at 36%. Growth was seen as Lesson Frame went from 53% in the first quarter to 76% in the last quarter, FSGPT from 1% to 4% and CW from 27%-36%.

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>	<div data-bbox="1260 121 2005 251"> <p>Nov November Evidence of Progress As of November, 51% of 9th graders and 56% of 10th graders are on track to meet 1.5 growth in reading.</p>  </div> <div data-bbox="1260 276 2005 406"> <p>Jan January Evidence of Progress As of January, 45% of 9th graders and 54% of 10th graders are on track to meet 1.5 growth in reading.</p>  </div> <div data-bbox="1260 430 2005 560"> <p>Mar March Evidence of Progress As of February, 45% of 9th graders and 52% of 10th graders are on track to meet 1.5 growth in reading.</p>  </div> <div data-bbox="1260 584 2005 714"> <p>June June Evidence of Progress 48% of 9th graders and 55% of 10th graders met their year end 1.5 goals in reading.</p>  </div>

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>	<div data-bbox="1260 284 2016 552"> <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> </div> <div data-bbox="1260 560 2016 828"> <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> </div> <div data-bbox="1260 836 2016 1201"> <p>Mar March Evidence of Progress</p>  <p>No benchmarks were taken this year due to a snowstorm canceling a week and a half classes when the benchmarks were scheduled. Instead checkpoint starting at the beginning of the year is shown. We had 57% of our students scoring at Approaches, 42% at Meets and 21% at Masters level for English 1 when combining all of the data together. We had 50% of our students scoring at Approaches, 36% at Meets and 8% at Masters level for English 2 when combining all of the data together.</p> </div> <div data-bbox="1260 1209 2016 1356"> <p>June June Evidence of Progress</p>  <p>LHS did create their own checkpoints this year and also created short cycle assessments in the spring leading up to the STAAR test.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1372 661 1421">  No Progress </div> <div data-bbox="756 1372 976 1421">  Accomplished </div> <div data-bbox="1071 1372 1333 1421">  Continue/Modify </div> <div data-bbox="1428 1372 1627 1421">  Discontinue </div> </div>	

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

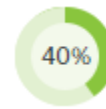
Summative Evaluation: Some progress made toward meeting Objective

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

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, 94

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

Principal PLCs have now focused on Lesson Frame, FSGPT and Write Critically. There has been growth from Quarter 1 to Quarter 3. For Lesson Frame we are at 88% which is in the Good range, FSGPT is 19%. Write Critically is 33% which is considered in the Great range. We will continue to work on FSGPT as this has been the most difficult due to COVID mask wearing and distancing. We have however seen growth from the 6% from quarter 1 to 19% in the 3rd quarter. We are 1% point from the Good range.

June



June Evidence of Progress

We made significant gains in the use of our focused 3 components of Fundamental 5. We ended with Lesson Frame in the good range at 87%, FSGPT in the good range at 24%, and Write Critically in the great range at 28%. Although we did not hit Great for all three, growth was seen as Lesson Frame went from 78% in the first quarter to 87% in the last quarter, FSGPT from 7% to 24% and CW from 21%-28%.

Strategy 2: Principals will continue Professional Learning Community meetings that follow cyclical processes to review disaggregated reading and math data for EL and SPED focus groups and develop action steps.

Strategy's Expected Result/Impact: Principals will support teachers in making adjustments to ensure academic progress in reading and math for students identified as EL and SPED.

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

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

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

We have met 9 times for Principal PLC where principals have had the time to review data disaggregated by various student groups and create action plan. Action plans are created based on data gaps and reviewed during 1:1 Principal Support Meetings. More in-depth EL and SPED instructional and data discussions have been incorporated into Principal PLCs. 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.

June



June Evidence of Progress

We have met 11 times for Principal PLC where principals have had the time to review data disaggregated by various student groups and create action plan. Action plans are created based on data gaps and reviewed during 1:1 Principal Support Meetings. More in-depth EL and SPED instructional and data discussions have been incorporated into Principal PLCs. 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. There will be a Principal Retreat June 22-23 to review data from the year and create next year's goals. We will continue to disaggregate data by the various sub populations and integrate more instructional strategy discussion during the 21-22 school year.

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 99
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 these PLCs , 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% 100
 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

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 these PLCs, as well as special education lead teacher meetings.

When you compare the data below for grades 3-5 there are benchmark scores that show that there are much smaller gaps for math between EL in comparison to the ALL student group. The gap for reading is slightly wider for the EL student groups. The gap between the SPED student group and ALL student groups in both reading and math continues to be wider. 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.

Benchmark scores for 3-5 Reading are:
ALL - 54% approaches, 21% meets
EL - 48% approaches, 13 % meets
SPED - 24% approaches, 9% meets

Benchmark scores for 3-5 Math are:
ALL - 52% approaches, 21% meets
EL - 52% approaches, 19% meets
SPED - 24% approaches, 4% meets

For the 6th-8th, there are benchmark scores that show that there are much smaller gaps for math between EL in comparison to the ALL student group. The gap for reading is slightly wider for the EL student groups. The gap between the SPED student group and ALL student groups in both reading and math continues to be wider. 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:
ALL - 45% approaches, 11% meets
EL - 43% approaches, 12% meets
SPED - 18% approaches, 5% meets

The grades 6-8 math scores are:
ALL -36 % approaches, 11% meets
EL - 29% approaches,8 % meets
SPED - 16% approaches, 6% meets

102

June



June 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 these PLCs , as well as special education lead teacher meetings.

When you compare the data below for grades 3-5, there are much smaller gaps between the ALL student groups and the EL student groups in Reading. In Math, the ALL and EL student groups scored relatively the same. The gap continues to be wide between ALL and SPED, however the number of students scoring at the MEETS level for the SPED group is a greater percentage than what was reported on the checkpoints in March. As we continue to work in PLCs, we will continue to focus on

decreasing these gaps and meeting the Closing the Gaps targets for Domain 3.

STAAR scores for 3-5 Reading are:
ALL - 59 % approaches, 31% meets
EL - 55% approaches, 25% meets
SPED - 19 % approaches, 17 % meets

STAAR scores for 3-5 Math are:
ALL - 60% approaches, 33% meets
EL - 60% approaches, 34% meets
SPED - 18% approaches, 10% meets

For the 6th-8th, the STAAR scores below show the gaps for both the EL and SpEd groups are smaller for Math than Reading. As we continue to work in PLCs, we will continue to focus on decreasing these gaps and meeting the Closing the Gaps targets for Domain 3.

STAAR scores for grades 6-8 reading are:
ALL - 54% approaches, 25% meets
EL - 41% approaches, 14% meets
SPED - 20% approaches, 4% meets

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STAAR scores for grades 6-8 math are:
ALL - 45% approaches, 16% meets
EL - 38% approaches, 11% meets
SPED - 21% approaches, 1% meets

For high school, the STAAR scores below show the gaps for both the EL and SpEd groups are smaller for Math than Reading. ELs are performing at almost the same level as the ALL student group for Algebra I. As we continue to work in PLCs, we will continue to focus on decreasing these gaps and meeting the Closing the Gaps targets for Domain 3.


STAAR scores for English I are:
ALL - 52% approaches, 35% meets
EL - 46% approaches, 26% meets
SPED - 8% approaches, 0% meets


STAAR scores for English II are:
ALL - 52% approaches, 38% meets
EL - 32% approaches, 16% meets

SPED - 13% approaches, 5% meets

STAAR scores for Algebra I are:
ALL - 56% approaches, 22% meets
EL - 51% approaches, 18% meets
SPED - 22% approaches, 0% meets

 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details

Strategy 1: Teachers will be provided instructional support to ensure ELPS are represented in Lesson Frame, Frequent Small Group Purposeful Talk and Write Critically as opportunities for ELs to build English language skills to improve language proficiency.

Strategy's Expected Result/Impact: By utilizing the Fundamental 5 framework, ELs will be able to continue to build English receptive and expressive language skills.

Staff Responsible for Monitoring: Bilingual/ESL/Federal Programs Director, Bilingual/ESL instructional coaches, Curriculum directors

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

Reviews

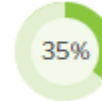
Nov



November Evidence of Progress

Although fall learning opportunities have been presented as part of Learn and Lead Tuesday's on improving English language proficiency, more focused training will be developed for the spring to include modules for incorporating ELPS with Fundamental 5 that will be recorded and shared. Additional focus will be placed on training administrators to be able to provide additional support to campus staff.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

As part of March's Learn and Lead Tuesday EL Support Meeting, teachers reviewed bridging strategies for content area instruction. 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. As part of the next principal/C&I director meetings, this will be continue to be a topic of training and discussion. Lastly, we are planning how to incorporate more of this type of

required training as part of beginning of the year trainings that occur.

June



June Evidence of Progress

As part of April's Learn and Lead Tuesday EL Support Meeting, teachers continued discussion of integrating bridging strategies for content area instruction. 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. As part of the next principal/C&I director meetings, this will be continue to be a topic of training and discussion. Lastly, we conducted a self-assessment for our EL programs using TEA's self-assessment tool are planning how to take the feedback to inform action steps for the long-term planning to improve our programs.

No Progress

Accomplished

Continue/Modify





Discontinue





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





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





Evaluation Data Sources: Talent Ed





Summative Evaluation: Significant progress made toward meeting Objective









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 108</p> <p> Through the budget process salaries for the upcoming school year have been adjusted to meet the 90%.</p> <p>June June Evidence of Progress</p> <p> While we will continue to put systems in place to remain competitive, we will modify how we are tracking this based on a recommendation from TASB.</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>	<div data-bbox="1260 121 2016 349"> <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> </div> <div data-bbox="1260 365 2016 657"> <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> </div> <div data-bbox="1260 673 2016 836"> <p>Mar March Evidence of Progress</p>  <p>U.S. Prep will be scaling out their internship to Bluebonnet Elementary for the upcoming school year. Texas State will add a bilingual block at Strawn 109 Elementary for the upcoming school year.</p> </div> <div data-bbox="1260 852 2016 1047"> <p>June June Evidence of Progress</p>  <p>The board approved a total of 10 stipends for bilingual student teachers for the upcoming school year to continue to support the continued need for bilingual teachers. We hired 6 out of the 13 interns as teachers in Lockhart from the U.S. Prep grant this year.</p> </div>

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>	<div data-bbox="1260 121 2016 446"> <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> </div> <div data-bbox="1260 462 2016 844"> <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 on those that are available.</p> </div> <div data-bbox="1260 860 2016 974"> <p>Mar March Evidence of Progress</p>  <p>Principals continue to attend virtual job fairs to fill vacant positions.</p> </div> <div data-bbox="1260 990 2016 1161"> <p>June June Evidence of Progress</p>  <p>Principals continue to attend virtual job fairs to fill vacant positions.</p> </div>

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> The district equity team has continued to work on reviewing data and developing recommendations for the upcoming school year to support the need for a diverse candidate pool.</p> <p>June June Evidence of Progress</p> <p> The district equity team has continued to work on reviewing data and developing recommendations for the upcoming school year to support the need for a diverse candidate pool.</p>



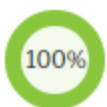

Strategy 5 Details	Reviews
<p>Strategy 5: Continue to enhance benefits to staff.</p> <p>Strategy's Expected Result/Impact: Improve staff retention and satisfaction, increased retention rates</p> <p>Staff Responsible for Monitoring: Chief financial officer, Human Resources Director</p>	<p>Nov November 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> The 2021 staff engagement survey reported favorable feedback on staff perceptions. The Board approved another 1 time payment to all staff the Friday before spring break.</p> <p>June June Evidence of Progress</p> <p> Through the budget process efforts were made to continue to provide benefits and incentives to support the efforts of all staff.</p>


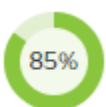


Strategy 6 Details	Reviews
<p>Strategy 6: Implement a new to the profession induction program that is supported by both district and campus administration. Activities such as new teacher tailgate, 6 full day meetings a year, and training for new to the profession mentors.</p> <p>Strategy's Expected Result/Impact: 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>	<div data-bbox="1260 284 2028 430"> <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> </div> <div data-bbox="1260 657 2028 852"> <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> </div> <div data-bbox="1260 868 2028 1015"> <p>Mar March Evidence of Progress</p>  <p>Session 6 was completed on March 27th with a graduation to celebrate the completion of their first year on April 29th.</p> </div> <div data-bbox="1260 1031 2028 1169"> <p>June June Evidence of Progress</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1185 661 1234">  No Progress </div> <div data-bbox="756 1185 976 1234">  Accomplished </div> <div data-bbox="1071 1185 1333 1234">  Continue/Modify </div> <div data-bbox="1428 1185 1627 1234">  Discontinue </div> </div>	


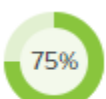
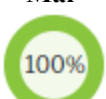

Goal 5: Lockhart ISD will recruit, hire, develop and retain highly qualified staff to positively impact student academic performance.

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.

Summative Evaluation: Significant progress made toward meeting Objective

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>	<div data-bbox="1260 121 2016 535"> <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> </div> <div data-bbox="1260 552 2016 876"> <p>Jan January Evidence of Progress</p>  <p>Tuesday afternoons 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> </div> <div data-bbox="1260 893 2016 1218"> <p>Mar March Evidence of Progress</p>  <p>Tuesday afternoons 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> </div> <div data-bbox="1260 1234 2016 1372"> <p>June June Evidence of Progress</p>  </div>

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>	<div data-bbox="1260 121 2028 284"> <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> </div> <div data-bbox="1260 300 2028 625"> <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> </div> <div data-bbox="1260 641 2028 803"> <p>Mar March Evidence of Progress</p>  <p>Data in the staff engagement survey still continues to show that teachers do not feel they are receiving feedback to support their professional growth.</p> </div> <div data-bbox="1260 820 2028 941"> <p>June June Evidence of Progress</p>  <p>We will continue to work on our processes with campus leadership teams to improve the feedback loop and coaching cycles.</p> <p style="text-align: right;">116</p> </div>

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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 462"> <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> </div> <div data-bbox="1260 479 2016 592"> <p>Mar March Evidence of Progress</p>  <p>Campus administration held 2 coaching cycles with teachers during the 2020-2021 school year.</p> </div> <div data-bbox="1260 641 2016 771"> <p>June June Evidence of Progress</p>  </div>

Strategy 4 Details

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

Strategy's Expected Result/Impact: Increased student achievement, increased teacher retention.

Staff Responsible for Monitoring: Human Resources Director, Assistant Superintendent for Curriculum and Instruction, and Directors

Reviews

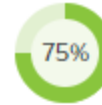
Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar









March Evidence of Progress

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.

June



June Evidence of Progress





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>	<div data-bbox="1260 259 2016 422"> <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> </div> <div data-bbox="1260 446 2016 706"> <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> </div> <div data-bbox="1260 722 2016 917"> <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> </div> <div data-bbox="1260 933 2016 982"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1015 661 1063">  0% No Progress </div> <div data-bbox="756 1015 976 1063">  100% Accomplished </div> <div data-bbox="1071 1015 1333 1063">  Continue/Modify </div> <div data-bbox="1428 1015 1627 1063">  Discontinue </div> </div>	





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









Summative Evaluation: Significant progress made toward meeting Objective

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 120 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>The Lion List is sent weekly that provides information for staff and parents about upcoming and special events in the district. As well as the data from the staff engagement survey we have received feedback from the Holdsworth assessment regarding several district initiatives. This data will guide the work for the upcoming school year.</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  The second staff forum was held on April 21st. This was held by zoom and we had an increase in teacher participation.</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>	<div data-bbox="1262 123 2018 256"> <p>Nov November Evidence of Progress</p> <p>This will occur in January 2021</p>  </div> <div data-bbox="1262 285 2018 570"> <p>Jan January Evidence of Progress</p> <p>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>  </div> <div data-bbox="1262 594 2018 748"> <p>Mar March Evidence of Progress</p> <p>Administrators and district leaders continue to review the data from the staff engagement survey and use the information to guide decision making for the upcoming school year.</p>  </div> <div data-bbox="1262 773 2018 927"> <p>June June Evidence of Progress 122</p> <p>Administrators and district leaders continue to review the data from the staff engagement survey and use the information to guide decision making for the upcoming school year.</p>  </div>

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> <p></p> <p style="text-align: right;">123</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>	<div data-bbox="1255 240 2011 857"> <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></p> <p>June June Evidence of Progress</p> <p> The data will be reviewed to help guide planning moving forward in the 2021-2022 school year. 124</p> </div>
<div data-bbox="464 878 1625 922"> <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> </div>	

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

Summative Evaluation: Met Objective

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>	

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

Nov

November Evidence of Progress



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.

Jan

January Evidence of Progress



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.

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.

127

Mar

March Evidence of Progress



Attendance at elementary Tuesday PD sessions have not been well attended. The goal was to provide a space where teachers across campuses could collaborate. Although teachers requested this last year, feedback we have gotten is that running both virtual and face to face has been exhausting and if Tuesday is one of the only days to grade, etc. they prefer to use it for that. At secondary, there have been additional meetings for testing, TELPAS, scoring, etc. therefore additional PD Tuesday sessions have not been able to occur.

June

June Evidence of Progress



Due to tutoring after school to address student needs, the attendance on Tuesday was minimal and no training was offered as teachers were working with students after school.

No Progress

Accomplished

Continue/Modify





Discontinue


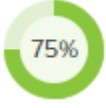






Goal 5: Lockhart ISD will recruit, hire, develop and retain highly qualified staff to positively impact student academic performance.

Performance Objective 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

Summative Evaluation: Significant progress made toward meeting Objective

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> In March, April, and May we rolled out Unlocking potential and were able to identify and honor the people recognized for their efforts at achieving the behaviors identified under this theme.</p> <p>June June Evidence of Progress</p> <p> We will continue with a phase 2 of the Leadership Definition roll out for the upcoming school year.</p>

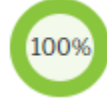


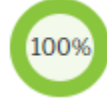


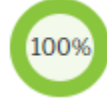


Strategy 2 Details	Reviews
<p>Strategy 2: Each month staff will be asked to identify examples in the district that exemplifies the corresponding competency and theme. Staff will be recognized for their efforts.</p> <p>Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director for Communication and Community Services, Campus Administration</p>	<div data-bbox="1260 235 2016 535"> <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> </div> <div data-bbox="1260 552 2016 747"> <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> </div> <div data-bbox="1260 763 2016 933"> <p>Mar March Evidence of Progress 129</p>  <p>In March, April, and May we rolled out Unlocking potential and were able to identify and honor the people recognized for their efforts at achieving the behaviors identified under this theme.</p> </div> <div data-bbox="1260 950 2016 1079"> <p>June June Evidence of Progress</p>  <p>We will continue with a phase 2 of the Leadership Definition roll out for the upcoming school year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1104 672 1153">  No Progress </div> <div data-bbox="756 1104 987 1153">  Accomplished </div> <div data-bbox="1071 1104 1344 1153">  Continue/Modify </div> <div data-bbox="1428 1104 1638 1153">  Discontinue </div> </div>	





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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<table border="0"> <tr> <td data-bbox="1255 472 1360 505">Nov</td> <td data-bbox="1398 472 1944 537">November Evidence of Progress Audit completed and submitted, November 2020.</td> </tr> <tr> <td data-bbox="1255 513 1360 610"></td> <td></td> </tr> <tr> <td data-bbox="1255 634 1360 667">Jan</td> <td data-bbox="1398 634 1885 667">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1255 675 1360 773"></td> <td></td> </tr> <tr> <td data-bbox="1255 797 1360 829">Mar</td> <td data-bbox="1398 797 1986 829">March Evidence of Progress 130</td> </tr> <tr> <td data-bbox="1255 837 1360 935"></td> <td></td> </tr> <tr> <td data-bbox="1255 959 1360 992">June</td> <td data-bbox="1398 959 1864 992">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress Audit completed and submitted, November 2020.			Jan	January Evidence of Progress			Mar	March Evidence of Progress 130			June	June Evidence of Progress
Nov	November Evidence of Progress Audit completed and submitted, November 2020.														
															
Jan	January Evidence of Progress														
															
Mar	March Evidence of Progress 130														
															
June	June Evidence of Progress														

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  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  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  Continued work on EOP.</p> <p>June June Evidence of Progress  Meeting planned for August to share completed EOP with District Safety Task Force.</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  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>Mar March Evidence of Progress </p> <p>June June Evidence of Progress </p>
Strategy 4 Details	Reviews 132
<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  All campuses and central office have completed the required monthly drills to date.</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</p> <p> School resources officers are assigned Lockhart High School and Lockhart Junior High School. They participate in the daily monitoring and support of the overall safety of the campuses.</p> <p>Jan January Evidence of Progress</p> <p> 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> Lockhart Junior High lost their SRO to injury so 133 Lockhart Police Department provided an officer for a partial part of the day to support the campus. Lockhart PD were training a new narcotic dog and so there were 3 visits by the drug dog at LHS and LJHS</p> <p>June June Evidence of Progress</p> <p></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 2: Promote awareness programs for students and employees health and safety.







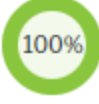
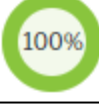
Evaluation Data Sources: Federal/State/Local Data Services

























Summative Evaluation: Significant progress made toward meeting Objective

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; margin-top: 10px;">  </div> </div>

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> <p></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>	<table border="0"> <tr> <td data-bbox="1262 123 1360 261"> <p>Nov</p>  </td> <td data-bbox="1398 123 2018 318"> <p>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> </td> </tr> <tr> <td data-bbox="1262 337 1360 475"> <p>Jan</p>  </td> <td data-bbox="1398 337 2018 532"> <p>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> </td> </tr> <tr> <td data-bbox="1262 552 1360 690"> <p>Mar</p>  </td> <td data-bbox="1398 552 2018 747"> <p>March 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> </td> </tr> <tr> <td data-bbox="1262 766 1360 904"> <p>June</p>  </td> <td data-bbox="1398 766 2018 813"> <p>June Evidence of Progress 136</p> </td> </tr> </table>	<p>Nov</p> 	<p>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</p> 	<p>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</p> 	<p>March 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>June</p> 	<p>June Evidence of Progress 136</p>
<p>Nov</p> 	<p>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>								
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<p>Mar</p> 	<p>March 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>June</p> 	<p>June Evidence of Progress 136</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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>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.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Jan</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>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.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Mar</p>  <p>90%</p> </div> <div style="text-align: center;"> <p>March 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.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>June</p>  </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>
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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Jan</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Mar</p>  <p>100%</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%;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>

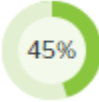



Strategy 6 Details	Reviews								
<p>Strategy 6: Lockhart ISD will provide training for all students and district employees as outlined in the student handbook and student code of conduct in the areas of: attendance procedures, discipline procedures, bully awareness, sexual harassment, character ed, 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>	<table border="1"> <tr> <td data-bbox="1226 280 1365 427"> Nov  </td> <td data-bbox="1365 280 2028 427"> November Evidence of Progress All students and staff have received notification of the updates in the appropriate handbooks. </td> </tr> <tr> <td data-bbox="1226 427 1365 573"> Jan  </td> <td data-bbox="1365 427 2028 573"> January Evidence of Progress </td> </tr> <tr> <td data-bbox="1226 573 1365 719"> Mar  </td> <td data-bbox="1365 573 2028 719"> March Evidence of Progress </td> </tr> <tr> <td data-bbox="1226 719 1365 914"> June  </td> <td data-bbox="1365 719 2028 914"> June Evidence of Progress 138 </td> </tr> </table>	Nov 	November Evidence of Progress All students and staff have received notification of the updates in the appropriate handbooks.	Jan 	January Evidence of Progress	Mar 	March Evidence of Progress	June 	June Evidence of Progress 138
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June 	June Evidence of Progress 138								
<table border="0"> <tr> <td data-bbox="464 922 667 971">  No Progress </td> <td data-bbox="758 922 982 971">  Accomplished </td> <td data-bbox="1073 922 1331 971">  Continue/Modify </td> <td data-bbox="1430 922 1625 971">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue						





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





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

















Evaluation Data Sources: PEIMS Attendance Data

Summative Evaluation: No progress made toward meeting Objective

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. ¹³⁹</p> <p>Mar March Evidence of Progress</p> <p> We continue to struggle on attendance and are behind 4% points from the previous year.</p> <p>June June Evidence of Progress</p> <p></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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 657"> <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> </div> <div data-bbox="1260 673 2016 836"> <p>Mar March Evidence of Progress</p>  <p>While the schools continue to work communicate with students and parents regarding chronic absenteeism the district continue to see a decline in absences for the 2020-2021 school year.</p> </div> <div data-bbox="1260 852 2016 990"> <p>June June Evidence of Progress</p>  </div>

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>	<div data-bbox="1260 121 2016 349"> <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> </div> <div data-bbox="1260 365 2016 657"> <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> </div> <div data-bbox="1260 673 2016 820"> <p>Mar March Evidence of Progress</p>  <p>The SHAC committee met for their final time this school year on April 12, 2021. They planned goals for the upcoming school year. 141</p> </div> <div data-bbox="1260 836 2016 974"> <p>June June Evidence of Progress</p>  <p>The SHAC chair presented to the Lockhart ISD school board at the May board meeting. Progress for the year was discussed and goals for the upcoming school year.</p> </div>





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>	<table border="1"> <tr> <td data-bbox="1226 280 1386 451"> <p>Nov</p>  <p>100%</p> </td> <td data-bbox="1386 280 2028 451"> <p>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> </td> </tr> <tr> <td data-bbox="1226 451 1386 621"> <p>Jan</p>  <p>100%</p> </td> <td data-bbox="1386 451 2028 621"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 621 1386 792"> <p>Mar</p>  <p>100%</p> </td> <td data-bbox="1386 621 2028 792"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 792 1386 937"> <p>June</p>  <p>100%</p> </td> <td data-bbox="1386 792 2028 937"> <p>June Evidence of Progress 142</p> </td> </tr> </table>	<p>Nov</p>  <p>100%</p>	<p>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</p>  <p>100%</p>	<p>January Evidence of Progress</p>	<p>Mar</p>  <p>100%</p>	<p>March Evidence of Progress</p>	<p>June</p>  <p>100%</p>	<p>June Evidence of Progress 142</p>
<p>Nov</p>  <p>100%</p>	<p>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>								
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<p>June</p>  <p>100%</p>	<p>June Evidence of Progress 142</p>								
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>									





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









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

Evaluation Data Sources: Local Data Sources

Summative Evaluation: Some progress made toward meeting Objective

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. ¹⁴³</p> <p>Mar March Evidence of Progress</p> <p> Lion List and thought exchange are two tools that the district used to continue to communicate and collect voice of stakeholders.</p> <p>June June Evidence of Progress</p> <p></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>	<div data-bbox="1260 121 2016 381"> <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> </div> <div data-bbox="1260 397 2016 722"> <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> </div> <div data-bbox="1260 738 2016 820"> <p>Mar March Evidence of Progress</p>  <p style="text-align: right;">144</p> </div> <div data-bbox="1260 901 2016 998"> <p>June June Evidence of Progress</p>  <p>The district is in the process of converting to a new website that has a more mobile friendly application.</p> </div>

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>	<div data-bbox="1260 284 2016 544"> <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> </div> <div data-bbox="1260 560 2016 698"> <p>Jan January Evidence of Progress</p>  <p>On going</p> </div> <div data-bbox="1260 714 2016 852"> <p>Mar March Evidence of Progress</p>  <p>On going 145</p> </div> <div data-bbox="1260 868 2016 1015"> <p>June June Evidence of Progress</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1039 661 1079">  No Progress </div> <div data-bbox="756 1039 976 1079">  Accomplished </div> <div data-bbox="1071 1039 1333 1079">  Continue/Modify </div> <div data-bbox="1428 1039 1627 1079">  Discontinue </div> </div>	

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

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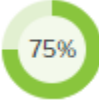


Goals





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





Summative Evaluation: Significant progress made toward meeting Objective





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>	<p>Nov November Evidence of Progress</p> <p> 30%</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> <p>Jan January Evidence of Progress 148</p> <p> 75%</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> <p>Mar March Evidence of Progress</p> <p> 95%</p> <p>All teachers completed guided reading training. About 95% of the teachers have been implementing on a weekly basis since February. The other 5% of teachers are implementing guided reading at least 2-3 times a week.</p> <p>June June Evidence of Progress</p> <p></p> <p>The overall implementation of guided reading significantly improve during the year. Teachers received training based on their needs and progress. We will continue to support their implementation of guided reading for next school year. The goal will be to ensure all teachers are having guided reading groups on a daily basis to improve students' individual growth.</p>





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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 592"> <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> </div> <div data-bbox="1260 609 2016 812"> <p>Mar March Evidence of Progress</p>  <p>Teachers, interventionist, and student support services continue to meet every 4 to 6 weeks to discuss student data, plan interventions, and make necessary modifications for student learning for in class and out of class support. 149</p> </div> <div data-bbox="1260 828 2016 966"> <p>June June Evidence of Progress</p>  <p>Teachers, interventionist, and student support services met every 4-6 weeks to review, monitor, and adjust student instruction.</p> </div>



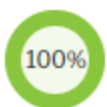

Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will meet weekly in Professional Learning Communities to discuss instructional methods that will address student progress. Teachers will review student work, analyze data, and find appropriate instructional approaches that will guide their lesson planning.</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> With the weekly implementation of both PLCs and LPRs, teachers have continued to focus on analyzing data, discuss instructional practices and modifying lessons plans. These sessions are aligned to the Fundamental 5 and sheltered instructional (SIOP) strategies. 150</p> <p>June June Evidence of Progress</p> <p> During PLCs and LPRs, teachers were able to discuss student data and adjust their instructional practices. LPRs became opportunities for teachers to review lessons, think critically and collectively to adjust their lesson plans. Teachers felt these meetings were meaningful and practical in addressing the instructional needs of students.</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> All Fundamental 5 instructional strategies have been fully implemented in classes. Teachers and administrators have discussed the frequency and areas of growth. These conversations will help plan for next year.</p> <p>June June Evidence of Progress</p> <p> Teachers implemented all the Fundamental 5 strategies this year. Progress on the implementation of these strategies were monitored by administrators and communicated to teachers to help improve the quality of instruction. 151</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> All students were encouraged to participate in the AR program. Students have rotated biweekly through the library and provided support and encouraged to continue their reading goals. We currently have 10 students who hit the 1 million word mark (1 million words read). Various incentives have been awarded to students throughout the year. Two bicycles will be given to the top AR readers before the end of the year.</p> <p>June June Evidence of Progress</p> <p> Students participating in AR were encouraged to complete at least one AR test per week. Those who met or went above the targeted goal received incentives to encourage them to continue their literacy development. At the end of the year, 12 students reached the 1 million word reader list.</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 153 reconvene in February depending on COVID cases.</p> <p>Mar March Evidence of Progress</p> <p> We provided parents an opportunity to attend a parent engagement on Saturday, April 17 do to discuss our bilingual program, student progress in both reading and math, how to support students at home and the during summer. Teachers have continued to provide tutoring support during and after school for face-to-face and virtual students.</p> <p>June June Evidence of Progress</p> <p> The parent engagements varied in themes to address academic supports, social emotional learning, parent understanding of bilingual program, and safety measures. Parents were frequently informed of the supports offered by teachers for reading and math via virtual, in person, and call center (opportunities were provided before, during, after school, and Saturdays).</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>	<div data-bbox="1260 121 2016 414"> <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> </div> <div data-bbox="1260 430 2016 657"> <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> </div> <div data-bbox="1260 673 2016 836"> <p>Mar March Evidence of Progress</p>  <p>Special education teachers continue to monitor student progress in reading and meet with their home room teachers. They discuss student progress and adjust instruction to meet each student's IEP goals.</p> </div> <div data-bbox="1260 852 2016 1112"> <p>June June Evidence of Progress</p>  <p>Special education teachers met with home room teachers to discuss, monitor and adjust student learning based on data. Special ed. and home room teachers felt this collaboration needed to be adjusted and refined for next year. They felt special ed. teachers needed to be included in PLCs at least once a moth to be more proactive in addressing the needs of our students.</p> </div>

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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 625"> <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> </div> <div data-bbox="1260 641 2016 812"> <p>Mar March Evidence of Progress</p>  <p>Bilingual teachers continue to meet with administrators, during PLCs and LPRs to address bilingual student needs. During these meetings, sheltered (SIOP) instructional strategies are shared by bilingual teachers.</p> </div> <div data-bbox="1260 828 2016 1079"> <p>June June Evidence of Progress</p>  <p>Bilingual teachers met to discuss the data of emergent bilingual students during RTIs, PLCs and LPRs. It was challenging to discuss the multiple data sets in one meeting. Therefore, teachers and administrators decided to target particular student data in different meetings. This adjustment allowed us to become more purposeful in addressing student needs.</p> </div>

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>	<div data-bbox="1260 121 2016 446"> <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> </div> <div data-bbox="1260 462 2016 852"> <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> </div> <div data-bbox="1260 868 2016 1128"> <p>Mar March Evidence of Progress</p>  <p>Students in tier 2 and 3 have been receiving additional support from their teacher and interventionist. The RTI committee has continued to meet, monitor, and recommend instructional support to teachers. Daily tutoring face-to-face and virtual opportunities have been offered to all tier 2 and 3 students during and after school.</p> </div> <div data-bbox="1260 1144 2016 1364"> <p>June June Evidence of Progress</p>  <p>Students in tier 2 and 3 received additional support during the year through small group instruction with home room teacher and interventionist. Multiple tutoring opportunities were offered to students before and after school. A Saturday call-in center was also created to support students academically.</p> </div>





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>	<div data-bbox="1260 430 2016 600"> <p>Nov November Evidence of Progress</p>  80% <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> </div> <div data-bbox="1260 617 2016 755"> <p>Jan January Evidence of Progress</p>  90% <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> </div> <div data-bbox="1260 771 2016 941"> <p>Mar March Evidence of Progress 157</p>  100% <p>All teachers received training on guided reading and running records by the end of February. In addition, all teachers also received DRA/EDL training to assess reading levels for students in Spanish and English.</p> </div> <div data-bbox="1260 958 2016 1128"> <p>June June Evidence of Progress</p>  100% <p>All teachers were trained in guided reading and running records. They will continue to received support based on their proficiency to ensure guided reading is implemented on a daily basis.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1144 661 1185">  No Progress </div> <div data-bbox="756 1144 976 1185">  Accomplished </div> <div data-bbox="1071 1144 1333 1185">  Continue/Modify </div> <div data-bbox="1428 1144 1627 1185">  Discontinue </div> </div>	













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

Summative Evaluation: Significant progress made toward meeting Objective

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 Levers: Lever 4: High-Quality Curriculum - 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 November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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> </div> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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. 158</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Teachers continue to facilitate math talks with students to assess progress, identify areas of growth, and encourage students to do their very best. All teachers have implemented a student inventory system to monitor student progress in both reading and math.</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Teachers met with students one on one to discuss their math academic progress. Students created, entered, and monitored their growth in math using a data sheet. These conversations and monitoring of data impacted student progress in checkpoints, benchmarks, and STARR results.</p> </div> </div> </div>

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>	<table border="0"> <tr> <td data-bbox="1262 123 1360 256"> <p>Nov</p>  </td> <td data-bbox="1398 123 1997 220"> <p>November Evidence of Progress</p> <p>Students have completed an average of 5.9 lessons a week for the month of November.</p> </td> </tr> <tr> <td data-bbox="1262 285 1360 418"> <p>Jan</p>  </td> <td data-bbox="1398 285 1997 383"> <p>January Evidence of Progress</p> <p>Students have completed an average of 6.45 lessons a week for the month of January.</p> </td> </tr> <tr> <td data-bbox="1262 483 1360 617"> <p>Mar</p>  </td> <td data-bbox="1398 448 1997 667"> <p>March Evidence of Progress</p> <p>Students completed the following average lessons per week in dreambox.</p> <p>February - 4.2 lessons March - 4.5 lessons April - 4.6 lessons May - 5.7 lessons</p> </td> </tr> <tr> <td data-bbox="1262 691 1360 824"> <p>June</p>  </td> <td data-bbox="1398 691 1997 789"> <p>June Evidence of Progress</p> <p>Students gradually met their average daily lessons in Dreambox by the May.</p> </td> </tr> </table>	<p>Nov</p> 	<p>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</p> 	<p>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</p> 	<p>March Evidence of Progress</p> <p>Students completed the following average lessons per week in dreambox.</p> <p>February - 4.2 lessons March - 4.5 lessons April - 4.6 lessons May - 5.7 lessons</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Students gradually met their average daily lessons in Dreambox by the May.</p>
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<p>June</p> 	<p>June Evidence of Progress</p> <p>Students gradually met their average daily lessons in Dreambox by the May.</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> All teachers have implemented the Fundamental 5 strategies. Administrators continue to check that the strategies are on the lesson plans. Teachers and administrators collaborate during LPRs to determine when and how these strategies are implemented in their lessons.</p> <p>June June Evidence of Progress</p> <p> Teachers implemented all the Fundamental 5 strategies this year. Progress on the implementation of these strategies were monitored by administrators and communicated to teachers to help improve the quality of instruction.</p>

Strategy 4 Details

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

Strategy's Expected Result/Impact: Parents will be exposed to a variety of strategies that can be incorporated in the home.

Parent survey will show 70% of parents felt the math nights were a positive experience.

Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva
Assistant Principal,
Kassie Russell
RTI Lead Teacher,

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

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

Reviews

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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 161 reconvene in February depending on COVID cases.

Mar



March Evidence of Progress








We provided parents an opportunity to attend a parent engagement on Saturday, April 17 do to discuss our bilingual program, student progress in both reading and math, how to support students at home and the during summer. Teachers have continued to provide tutoring support during and after school for face-to-face and virtual students.

June



June Evidence of Progress

The parent engagements varied in themes to address academic supports, social emotional learning, parent understanding of bilingual program, and safety measures. Parents were frequently informed of the supports offered by teachers for reading and math via virtual, in person, and call center (opportunities were provided before, during, after school, and Saturdays).

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 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> Special education teachers continue to monitor student progress in math and meet with their home room teachers. They discuss student progress and adjust instruction to meet each student's IEP goals.</p> <p>June June Evidence of Progress</p> <p> Special education teachers met with home room teachers to discuss, monitor and adjust student learning based on data. Special ed. and home room teachers felt this collaboration needed to be adjusted and refined for next year. They felt special ed. teachers needed to be included in PLCs at least once a moth to be more proactive in addressing the needs of our students.</p>
<p>  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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details

Reviews

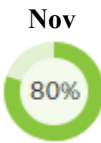
Strategy 1: Bilingual teachers, interventionist and administrators will use multiple student data points to guide student's language of instruction (time and treatment instructional plan) and develop a Emergent Bilingual Student profile that will inform instructional practices and will help bridge the acquisition of both languages. The Time and Treatment Instructional Plan and the Emergent Bilingual Student Profile are part of the ABS Strategic Literacy Plan.

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

Checkpoint data will show individual student progress that aligns with language development, instruction, and assessment.

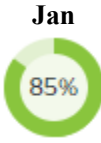
Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva
Assistant Principal,
Kassie Russell
RTI Lead Teacher,
Arizbeth Ramirez Sanchez (Lead), 3-5 Bilingual classroom teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



November Evidence of Progress

The final trainings for teachers on SIOP instructional strategies was finalized in December. The academic/linguistic profiles will be prepared in January and teachers will revise their time and treatment schedule to accommodate student's language proficiency levels.



January Evidence of Progress

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.



March Evidence of Progress

Teachers continue to implement the time and treatment schedules that determine the language of instruction in grades third and fourth. Their instruction has transition predominantly to English. Teachers support students in their native language when necessary.

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June Evidence of Progress

With the academic and linguistic profiles for emergent bilingual students in 3rd and 4th grade and creation of the time and treatment schedules, teachers were able to facilitate a gradual transition from Spanish to English instruction. These procedures help guide the improvement in both reading and math for emergent bilingual students in district and state assessments.

 No Progress

 Accomplished

 Continue/Modify









 Discontinue

Goal 4: A.B. Strawn Elementary will focus on developing an environment that promotes healthy habits, a growth mindset learning attitude, and a safe climate for students and staff.

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

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

Summative Evaluation: Met Objective





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>	<div data-bbox="1260 500 2028 641"> <p>Nov November Evidence of Progress</p>  <p>Teachers have established clubs and met with students regularly. The safety and lego clubs will start in January.</p> </div> <div data-bbox="1260 657 2028 820"> <p>Jan January Evidence of Progress</p>  <p>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. 167</p> </div> <div data-bbox="1260 836 2028 1136"> <p>Mar March Evidence of Progress</p>  <p>Individual students have taken additional leadership roles that have impacted the culture and environment at ABS. These students have advocated for different causes impacting ABS: a K-5th grade campaign for inclusivity and compassion, installation of a new water bottle filling station on the second floor, new soccer goal posts, and a walking trail to a promote healthy living style.</p> </div> <div data-bbox="1260 1153 2028 1347"> <p>June June Evidence of Progress</p>  <p>Despite the many challenges we faced during this year, students and staff took the initiative in responding to those challenges. In doing so, there were various leadership opportunities, as described above, for students and staff to help address these challenges.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1364 661 1404">  No Progress </div> <div data-bbox="756 1364 976 1404">  Accomplished </div> <div data-bbox="1071 1364 1333 1404">  Continue/Modify </div> <div data-bbox="1428 1364 1627 1404">  Discontinue </div> </div>	

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.

Summative Evaluation: Met Objective

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> All new to profession teachers met regularly with their mentors. They provided guidance and encouragement to mentees to seek professional development opportunities.</p> <p>June June Evidence of Progress</p> <p> Mentors met regularly to address the needs of new teachers. Mentors attempted to help new teachers resolve the challenges they faced throughout the year. Mentors informed administrators of those challenges that needed to be addressed by a campus administrator.</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</p>	

All teachers and staff.

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

Nov

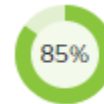
November Evidence of Progress



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.

Jan

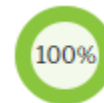
January Evidence of Progress



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.

Mar

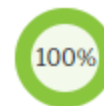
March Evidence of Progress



Teachers and staff were provided with multiple leadership opportunities to help improve the learning and working environment at ABS. Some of these leadership opportunities include; research in our bilingual program, alignment of our RTI procedures, book club for teachers, improving our patio, creation of a butterfly garden, planning for parent and family engagements in collaboration with LHS, and promotion of self-care for staff and students.

June

June Evidence of Progress



The admin team regularly assessed and discussed ways to improve student learning and teacher development. The administrative team was purposeful in addressing the needs of students and staff by providing teachers opportunities, tools, and agency to help solve issues they faced. The admin team understands that people close to the issues are the best at finding solutions.

No Progress

Accomplished

Continue/Modify





Discontinue








Goal 4: A.B. Strawn Elementary will focus on developing an environment that promotes healthy habits, a growth mindset learning attitude, and a safe climate for students and staff.

Performance Objective 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.

Summative Evaluation: Met Objective

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> Students participated in monthly assemblies from Jan. to May. Student assemblies focused on the 7 mindsets, academic achievement. The class with the most AR (Accelerated Reading) points participated in a fun activity and received a treat hosted by the librarian.</p> <p>June June Evidence of Progress</p> <p> Starting in January, all students and teachers were able to host in person assemblies focusing on the 7 mindsets and academic achievement in reading and math during the school year. Students and teachers were recognized for their progress. These assemblies were live streamed for virtual students and parents to participate.</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>	<div data-bbox="1260 370 2028 511"> <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> </div> <div data-bbox="1260 527 2028 803"> <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 style="text-align: right;">172</p> </div> <div data-bbox="1260 812 2028 1015"> <p>Mar March Evidence of Progress</p>  <p>During PLCs and staff meetings, teachers share personal experiences, promote student work, recognize the work of other colleagues that align with our leadership definition. Those recognized receive a certificate, ABS gift, treats, and encouragement.</p> </div> <div data-bbox="1260 1023 2028 1321"> <p>June June Evidence of Progress</p>  <p>Teachers were able to help inform ways to show appreciation and recognition for staff at ABS. Their collective effort demonstrated how meaningful those recognitions were to the morale of the campus. Teachers had multiple opportunities to share their work during PLCs, Team Leader meetings, Pride (staff) meetings, social media, and campus morning announcements.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1328 667 1380">  No Progress </div> <div data-bbox="756 1328 982 1380">  Accomplished </div> <div data-bbox="1071 1328 1333 1380">  Continue/Modify </div> <div data-bbox="1428 1328 1627 1380">  Discontinue </div> </div>	

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

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Mission Statement

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

Vision

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

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Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.	15

175

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

Summative Evaluation: Met Objective

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 176</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%. 80% of our students met 1.5 years of growth in Reading.</p> <p>Mar March Evidence of Progress</p> <p> 75% of our on campus students have met 1.5 growth in Reading. 72% of our virtual students have met 1.5 years of growth in Reading.</p> <p>June June Evidence of Progress</p> <p> 75% of our on campus students have met 1.5 growth in Reading. 72% of our virtual students have met 1.5 years of growth in Reading.</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>	<div data-bbox="1260 121 2005 251"> <p>Nov November Evidence of Progress</p>  20% <p>75% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating writing.</p> </div> <div data-bbox="1260 276 2005 414"> <p>Jan January Evidence of Progress</p>  30% <p>82% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating critical writing.</p> </div> <div data-bbox="1260 438 2005 576"> <p>Mar March Evidence of Progress</p>  70% <p>90% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating critical writing at a campus level 25%.</p> </div> <div data-bbox="1260 600 2005 730"> <p>June June Evidence of Progress</p>  100% <p>90% of walkthroughs during Guided Reading time show students are reading for comprehension skill and incorporating critical writing at a campus level 25%.</p> </div>

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>	<div data-bbox="1260 121 2016 251"> <p>Nov November Evidence of Progress</p>  <p>PLC schedule is weekly and teams are meeting with intentional focus strategies and TEK objective.</p> </div> <div data-bbox="1260 276 2016 479"> <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> </div> <div data-bbox="1260 503 2016 657"> <p>Mar March Evidence of Progress</p>  <p>All PLC's are aligned with objective skill and an intentional focus with evidence of learning. Foundational TEKS addressed with all grade levels and action plans were developed and followed.</p> </div> <div data-bbox="1260 682 2016 836"> <p>June June Evidence of Progress</p>  <p>All PLC's are aligned with objective skill and an intentional focus with evidence of learning. Foundational TEKS addressed with all grade levels and action plans were developed and followed.</p> </div>

Strategy 4 Details

Strategy 4: Bluebonnet will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classrooms. In addition, teachers will also be asked to practice an instructional high yield strategy to use each month to increase rigor and relevance .

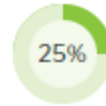
Strategy's Expected Result/Impact: The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.

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

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

Reviews

Nov



November Evidence of Progress

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

Jan



January Evidence of Progress

Lesson Frame- 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%)

Mar



March Evidence of Progress









Lesson Frame- 86% (just above good target of 85%)
 Power zone - 78% above great target of 75%
 Small group purposeful talk- 15% (below goal of 70%)
 Recognize and Reinforce- 60% (above great target of 40%)
 Critical Writing- 29% (above good target of 15%)









June



June Evidence of Progress

Lesson Frame- 86% (just above good target of 85%)
 Power zone - 78% above great target of 75%
 Small group purposeful talk- 15% (below goal of 70%)
 Recognize and Reinforce- 60% (above great target of 40%)
 Critical Writing- 29% (above good target of 15%)

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> All teachers have data walls in their classrooms, 85% of teachers have them updated and use them for student data folders</p> <p>June June Evidence of Progress</p> <p> All teachers have data walls in their classrooms, 85% of teachers have them updated and use them for student data folders</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 180</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> Lesson plans are done weekly. Special education student growth on checkpoints is tracked. Closing the gaps in 5th grade is past state target we are 25 out of 23.</p> <p>June June Evidence of Progress</p> <p> Lesson plans are done weekly. Special education student growth on checkpoints is tracked. Closing the gaps in 5th grade is past state target we are 25 out of 23.</p>

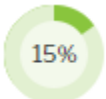



Strategy 7 Details	Reviews
<p>Strategy 7: Teachers will participate in "data digging" days for teachers twice a month to monitor data driven instruction as identified by Effective schools framework.</p> <p>Strategy's Expected Result/Impact: Monitoring data twice a month will allow teachers to ensure 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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <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> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p>  <p>All Tier 1 movement from November to December increased. November was 45%- to December 48%.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p>  <p>All Tier 1 movement from December to March was 48-53%</p> </div> <div> <p>June June Evidence of Progress</p>  <p>All Tier 1 movement was 46% to 54% in May. Data days will still be utilized for data driven instruction.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	





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





Performance Objective 1: During the 2020-2021 school year, 70% of 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



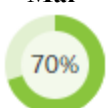

Summative Evaluation: Some progress made toward meeting Objective









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 data-bbox="1260 462 2016 657"> <p>Nov November Evidence of Progress</p>  15% <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 data-bbox="1260 673 2016 868"> <p>Jan January Evidence of Progress</p>  25% <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 data-bbox="1260 885 2016 1079"> <p>Mar March Evidence of Progress</p>  75% <p>86% 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 data-bbox="1260 1096 2016 1323"> <p>June June Evidence of Progress</p>  <p>86% 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. Will continue to make small group math instruction a top priority and non negotiable.</p> </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> Administration has conducted 1115 walk throughs. Low rigor is 46%, medium rigor at 41%, high rigor 3%.</p> <p>June June Evidence of Progress</p> <p> Administration has conducted 1149 power walks this year. Low rigor is 46%, medium rigor at 41%, high rigor 3%. Critical writing and math manipulatives were used in small groups 83% of the time which increased rigor and was evident in quick check data of an increase of 11% in meets, and 3% in masters. ¹⁸³</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> All PLC's are aligned with objective skill and an intentional focus with evidence of learning. Foundational TEKS addressed with all grade levels and action plans were developed and followed.</p> <p>June June Evidence of Progress</p> <p> According to feedback from teacher survey, teachers needed more time for planning. PLC's were adjusted to meet every other week at same conference times mid year. 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. With a structured skill to focus on, we saw gains in student growth goals.</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>	<div data-bbox="1260 121 2016 349"> <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> </div> <div data-bbox="1260 365 2016 592"> <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> </div> <div data-bbox="1260 609 2016 836"> <p>Mar March Evidence of Progress</p>  <p>Lesson Frame- 86% (just above good target of 85%) Power zone - 78% above great target of 75% Small group purposeful talk- 15% (below goal of 70%) Recognize and Reinforce- 60% (above great target of 40%) Critical Writing- 29% (above good target of 15%)</p> </div> <div data-bbox="1260 852 2016 1079"> <p>June June Evidence of Progress</p>  <p>Lesson Frame- 86% (just above good target of 85%) Power zone - 78% above great target of 75% Small group purposeful talk- 15% (below goal of 70%) Recognize and Reinforce- 60% (above great target of 40%) Critical Writing- 29% (above good target of 15%)</p> </div>

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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 462"> <p>Jan January Evidence of Progress</p>  <p>All teachers have data walls in their classrooms, 88% of teachers have them updated and use them for student data folders. Math data included Dreambox growth of 29%.</p> </div> <div data-bbox="1260 479 2016 641"> <p>Mar March Evidence of Progress</p>  <p>All teachers have data walls in their classrooms, 88% of teachers have them updated and use them for student data folders. Math data included Dreambox growth of 29%.</p> </div> <div data-bbox="1260 657 2016 820"> <p>June June Evidence of Progress</p>  <p>All teachers have data walls in their classrooms, 88% of teachers have them updated and use them for student data folders. Math data included Dreambox growth of 29%.</p> </div>

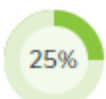



Strategy 6 Details	Reviews
<p>Strategy 6: Special education teachers will participate in PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals. Special education teachers will also have their own PLC's weekly.</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>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP1- Approaches- 54 %, Meets- 9%, Masters 0%.</p> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Lesson plans are done weekly. Special education student growth on checkpoints is tracked. CP2- Approaches- 55%, Meets- 36%, Masters 21%.</p> </div> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Target 46 40 59 36 40 23</p> <p>Performance 32 30 42 30 35 25</p> <p>Met N N N N N Y</p> </div> <div style="text-align: right; width: 50px;">187</div> </div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Target 46 40 59 36 40 23</p> <p>Performance 32 30 42 30 35 25</p> <p>Met N N N N N Y (23/25 in closing the gaps.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	





Goal 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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<div data-bbox="1260 487 1995 617"> <p>Nov November Evidence of Progress</p>  25% Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets. </div> <div data-bbox="1260 649 1995 779"> <p>Jan January Evidence of Progress</p>  35% Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets. </div> <div data-bbox="1260 812 1995 941"> <p>Mar March Evidence of Progress</p>  70% Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets. </div> <div data-bbox="1260 974 1995 1104"> <p>June June Evidence of Progress</p>  100% Mindset Mondays are implemented and in weekly lesson plans to address the 7 mindsets through short lessons and videos along with read alouds. </div> <div data-bbox="1911 779 1995 812"> <p>188</p> </div>

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  All teachers have data walls in their classrooms, 90% of teachers have them updated and use them for student data folders. Math reflex fluency parties in are weekly in grades 2nd-5th</p> <p>June June Evidence of Progress  All teachers have data walls in their classrooms, 90% of teachers have them updated and use them for student data folders. Math reflex fluency parties in are weekly in grades 2nd-5th</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>	<div data-bbox="1260 332 2016 462"> <p>Nov November Evidence of Progress</p>  5% <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Currently at 91.90</p> </div> <div data-bbox="1260 495 2016 657"> <p>Jan January Evidence of Progress</p>  10% <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> </div> <div data-bbox="1260 682 2016 836"> <p>Mar March Evidence of Progress</p>  60% <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through April, 2021 our campus is at 92.26 increased from 90 January.</p> </div> <div data-bbox="1260 860 2016 1047"> <p>June June Evidence of Progress</p>  <p>Due to covid this year attendance has not increased although we did see an increase in May due to more students having face to face instruction. It has taken a decrease each month. Currently through May 2021 our campus is at 92.30</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1071 661 1112">  No Progress </div> <div data-bbox="756 1071 976 1112">  Accomplished </div> <div data-bbox="1071 1071 1333 1112">  Continue/Modify </div> <div data-bbox="1428 1071 1627 1112">  Discontinue </div> </div>	





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.

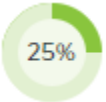







Evaluation Data Sources: ADA reports daily and weekly

Summative Evaluation: No progress made toward meeting Objective

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> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through April, 2021 our campus is at 92.26 increased from January.</p> <p>June June Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through May, 2021 our campus is at 92.30</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>	<div data-bbox="1260 121 2005 259"> <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> </div> <div data-bbox="1260 284 2005 446"> <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> </div> <div data-bbox="1260 470 2005 625"> <p>Mar March Evidence of Progress</p>  <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through April, 2021 our campus is at 92.26 increased from January.</p> </div> <div data-bbox="1260 649 2005 779"> <p>June June Evidence of Progress</p>  <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through May 2021 our campus is at 92.30</p> </div>

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</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> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through April, 2021 our campus is at 92.26 increased from January.</p> <p>June June Evidence of Progress</p> <p> Due to covid this year attendance has not increased. It has taken a decrease each month. Currently through May, 2021 our campus is at 92.30</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</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has decreased each month. Currently at 91.90</p> <p>Jan January Evidence of Progress</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has increased each month. Currently at 92.68</p> <p>Mar March Evidence of Progress</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has increased each month. Currently at 92.26</p> <p>June June Evidence of Progress</p> <p> Virtual Assemblies for 5th, 4th, and 3rd grade have happened at the end of every month. Attendance has increased each month. Currently at 92.30</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 Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div data-bbox="1255 310 2028 448"> <p>Nov November Evidence of Progress</p>  25% <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- October 6 teachers had perfect attendance.</p> </div> <div data-bbox="1255 472 2028 610"> <p>Jan January Evidence of Progress</p>  20% <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- December 4 teachers had perfect attendance.</p> </div> <div data-bbox="1255 634 2028 773"> <p>Mar March Evidence of Progress</p>  30% <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- April, 3 teachers had perfect attendance.</p> </div> <div data-bbox="1255 797 2028 935"> <p>June June Evidence of Progress 194</p>  <p>Due to covid this year attendance has not increased. It has taken a decrease each month. Sept- May 1 teachers had perfect attendance.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 943 663 992">  No Progress </div> <div data-bbox="758 943 982 992">  Accomplished </div> <div data-bbox="1073 943 1331 992">  Continue/Modify </div> <div data-bbox="1430 943 1625 992">  Discontinue </div> </div>	





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

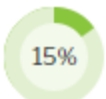



Performance Objective 3: Provide teachers, paraprofessionals, and administrators support to increase teacher retention by 50% for the 2020-2021 school year.









Evaluation Data Sources: mentor meetings
 admin meetings
 pd
 teacher survey

Summative Evaluation: Significant progress made toward meeting Objective

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>	<p>Nov November Evidence of Progress</p> <p> Coaching support system implemented and started for all teachers. Teachers set goals and objectives they wanted to work on. First round of coaching conversations started in October. Low rigor is 39%, medium rigor at 23%, high rigor 2%</p> <p>Jan January Evidence of Progress</p> <p> Coaching support system implemented and started for all teachers. Increase in rigor and high yield strategies from Second round of coaching conversations started in December. Low rigor is 39%, medium rigor at 43%, high rigor 5%.</p> <p>Mar March Evidence of Progress</p> <p> Coaching support system implemented and started for all teachers. Increase in rigor and high yield strategies from Third round of coaching conversations started in March. Low rigor is 46%, medium rigor at 41%, high rigor 3%</p> <p>June June Evidence of Progress</p> <p> Coaching support system implemented and started for all teachers. Increase in rigor and high yield strategies from Third round of coaching conversations started in March. Low rigor is 46%, medium rigor at 41%, high rigor 3%. Completed the 2020-2021 school year with 2 complete teacher coaching cycles.</p>

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 - 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>	<div data-bbox="1262 123 1997 256"> <p>Nov November Evidence of Progress</p>  <p>We have had 4 learning sessions this year for teacher led professional developements.</p> </div> <div data-bbox="1262 285 1997 444"> <p>Jan January Evidence of Progress</p>  <p>We have had 4 learning sessions this year for teacher led professional developements. We have had a Fundamental 5 coaching session with all teachers and embedded equity training for all staff in January 2021.</p> </div> <div data-bbox="1262 474 1997 656"> <p>Mar March Evidence of Progress</p>  <p>Implemented 5 learning sessions this year for teacher led professional developements. We have had a Fundamental 5 coaching session with all teachers and embedded equity training for all staff in January 2021 and continued for second semester.</p> </div> <div data-bbox="1262 685 1997 867"> <p>June June Evidence of Progress</p>  <p>Implemented 5 learning sessions this year for teacher led professional developements. We have had a Fundamental 5 coaching session with all teachers and embedded equity training for all staff in January 2021 and continued for second semester.</p> </div>

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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div data-bbox="1260 121 2016 251"> <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> </div> <div data-bbox="1260 276 2016 414"> <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> </div> <div data-bbox="1260 438 2016 641"> <p>Mar March 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. Stay survey showed 87% of new staff were supported and given appropriate training and information this year.</p> </div> <div data-bbox="1260 665 2016 844"> <p>June June 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. Stay survey showed 87% of new staff were supported and given appropriate training and 197 information this year.</p> </div>

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. 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 data-bbox="1255 477 2028 1094"> <p>Nov November Evidence of Progress  Training happened on the campus on September 16, 2020.</p> <p>Jan January Evidence of Progress  Training happened on the campus on September 16, 2020.</p> <p>Mar March Evidence of Progress 198  Training happened on the campus on September 16, 2020.</p> <p>June June Evidence of Progress  Training happened on the campus on September 16, 2020.</p> </div>
<div data-bbox="464 1117 1625 1162">  No Progress  Accomplished  Continue/Modify  Discontinue </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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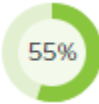

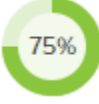
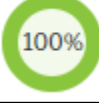
Goals





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









Summative Evaluation: Exceeded Objective









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  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  70% 69% of Pre-K students met the goal for the first nine weeks grading period in Emergent Literacy. 202</p> <p>Mar March Evidence of Progress  75% 76% of Pre-K students met the standard "set" after the 3rd nine weeks grading period in Emergent Literacy.</p> <p>June June Evidence of Progress  100% 82% OF PRE- K students met the Set or Beyond standard in Emergent Literacy.</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> Significant progress has been made. Lesson Fr 91%, Power Z 93%, SGPT-18%, RR 68%, and critical writing 3%. We definitely need to increase writing. Handwriting training was conducted for Pre-K teachers in January 2021. We did some additional training on critical we. in early March. We expect to see growth in that area. 203</p> <p>June June Evidence of Progress</p> <p> Some progress has been made in Fundamental 5 since the last summative, improvement is a need in SGPT and in critical writing. Lesson Fr 92%, Power Z 93%, SGPT-19%, RR 69%, and critical writing 2%.</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>	<div data-bbox="1260 121 2016 251"> <p>Nov November Evidence of Progress</p>  45% <p>PLCs are conducted weekly. We conduct data talks and skill checks weekly. Discussions are around effective strategies.</p> </div> <div data-bbox="1260 276 2016 479"> <p>Jan January Evidence of Progress</p>  70% <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> </div> <div data-bbox="1260 503 2016 690"> <p>Mar March Evidence of Progress</p>  80% <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> </div> <div data-bbox="1260 714 2016 901"> <p>June June Evidence of Progress</p>  100% <p>PLCs are conducted bi-weekly. We conduct data talks and skill checks weekly. Discussions are around 204 effective strategies. We also look at data and are intentional in discussions with skills that show a need for growth.</p> </div>

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  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  In PLC teachers share the different writing activities that they are doing with their students. We discuss the impact of writing throughout the different content, and ways to make writing more meaningful.</p> <p>Mar March Evidence of Progress  In PLC teachers share the different writing activities that they are doing with their students. We re-read the components of critical writing as a grade level and groups collaborated and presented their section on critical writing in the Fundamental Five Book.</p> <p>June June Evidence of Progress  In PLC teachers share the different writing activities that they are doing with their students. We re-read the components of critical writing as a grade level and groups collaborated and presented their section on critical writing in the Fundamental Five Book. We went down 1% in this area from the last summative. Next year a focus will definitely be on critical writing.</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  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  Two teachers have observed another teacher in a particular area due to coaching conversation requests.</p> <p>June June Evidence of Progress  The goal was that every teacher had the opportunity to observe a teacher teaching a skill/subject based on their needs. This did not happen due to COVID restrictions.</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 206  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  The second virtual Literacy Night is scheduled for April 2021.</p> <p>June June Evidence of Progress  The second Virtual Literacy Night was held on April 21, 2021. The focus was on science. Several families participated and sent photos of their children working on some of the activities.</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>	<div data-bbox="1262 289 2028 423"> <p>Nov November Evidence of Progress</p>  <p>Currently, the overall Gen Ed Pre-K students in reading are 72%. ELL is currently at 81% in reading.</p> </div> <div data-bbox="1262 448 2028 583"> <p>Jan January Evidence of Progress</p>  <p>Currently, the overall Gen Ed Pre-K students in reading are 69%. ELL is currently at 66% in reading.</p> </div> <div data-bbox="1262 607 2028 742"> <p>Mar March Evidence of Progress</p>  <p>73% of Pre-K students have met the 1.5 years growth goal in reading.</p> </div> <div data-bbox="1262 766 2028 901"> <p>June June Evidence of Progress</p>  <p>Pre-K Students were assessed from October 2020 to May 2021 on IStation Math and Reading. Bilingual students were assessed on reading.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 922 663 971">  No Progress </div> <div data-bbox="758 922 982 971">  Accomplished </div> <div data-bbox="1077 922 1331 971">  Continue/Modify </div> <div data-bbox="1430 922 1625 971">  Discontinue </div> </div>	





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




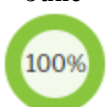
Performance Objective 1: 80% of Pre-K students will reach the "Set" standard based on Ready Set K of (75%) or beyond in math


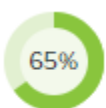
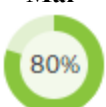

Evaluation Data Sources: Ready Set K Reports





Summative Evaluation: Exceeded Objective

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>	<div data-bbox="1260 365 1995 470"> <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> </div> <div data-bbox="1260 519 1995 633"> <p>Jan January Evidence of Progress</p>  <p>80% of all pre-K students met the goal in math. They are on target to meet the goal.</p> </div> <div data-bbox="1260 682 1995 820"> <p>Mar March Evidence of Progress</p>  <p>84% of all pre-K students met the goal in RSK math. They have met the goal of at least 80% of Pre-K students meet the standard of "set" or higher. 208</p> </div> <div data-bbox="1260 844 1995 966"> <p>June June Evidence of Progress</p>  <p>87% of all pre-K students met the goal in RSK math of "set" or higher.</p> </div>

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  167 walkthroughs have been conducted. Every teacher receives at least one walk-through weekly.</p> <p>Jan January Evidence of Progress  324 PW walkthroughs have been conducted. Every teacher receives at least one walk-through weekly.</p> <p>Mar March Evidence of Progress  455 PW walkthroughs have been conducted. Every teacher receives at least one walk-through weekly.</p> <p>June June Evidence of Progress  All teachers received at least one walkthrough per week unless they were out. 590 Power walks were conducted.</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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 560"> <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> </div> <div data-bbox="1260 576 2016 803"> <p>Mar March 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> </div> <div data-bbox="1260 820 2016 1079"> <p>June June Evidence of Progress</p>  <p>PLCs are moved to bi-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> </div>

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>	<div data-bbox="1260 121 1995 284"> <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> </div> <div data-bbox="1260 300 1995 462"> <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> </div> <div data-bbox="1260 479 1995 641"> <p>Mar March 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> </div> <div data-bbox="1260 657 1995 893"> <p>June June Evidence of Progress</p>  <p>Most students met or exceeded 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. The few that did not were mostly due to a lack of reliable internet services.</p> </div>

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  Only two teacher have observed another teacher.</p> <p>June June Evidence of Progress  The goal was that every teacher had the opportunity to observe a teacher teaching a skill/subject based on their needs. This did not happen due to COVID restrictions. We will continue to work on accomplishing this during the next school year.</p>

Strategy 6 Details

Reviews

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

Strategy's Expected Result/Impact: Parents will play an active role in their child's learning while engaging in a partnership with the school. As a result academic success will improve.

Staff Responsible for Monitoring: Teacher and Principal

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

Nov

November Evidence of Progress



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

Jan

January Evidence of Progress



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.

213

Mar

March 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.


June


June 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. Parents are encouraged to use Ready Rosie which provides a variety of activities that they can do at home with resources that are in most homes.

 No Progress

 Accomplished

 Continue/Modify





 Discontinue





Goal 3: Carver EEC will increase their average daily attendance to meet or exceed 95% for the year.





Performance Objective 1: Campus attendance rate will meet or exceed a 95% average daily attendance rate for the 2020-2021 school year.

Evaluation Data Sources: ADA Reports

Summative Evaluation: Some progress made toward meeting Objective

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>	<div data-bbox="1260 365 2016 560"> <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> </div> <div data-bbox="1260 576 2016 812"> <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. 215</p> </div> <div data-bbox="1260 828 2016 1112"> <p>Mar March Evidence of Progress</p>  <p>Our attendance is not where we would like it to be but we are seeing some growth from this time last year. The average attendance has been between 93-94%. 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> </div> <div data-bbox="1260 1128 2016 1453"> <p>June June Evidence of Progress</p>  <p>The average attendance has been between 93-94%. The campus goal of 96% 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. We did not have names printed in the newspaper due to COVID. We did not want parents to risk sending a student to school who was not feeling well.</p> </div>

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> 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>June June 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>

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> We have experienced an increase in attendance compared to last year, although our goal of 96% has not been met.</p> <p>June June Evidence of Progress</p> <p> We experienced an increase in attendance compared to last year, although our goal of 96% was not been met.</p>

Strategy 4 Details

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

Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 95%.

Staff Responsible for Monitoring: Review campus and individual attendance monthly

Reviews

Nov



November Evidence of Progress

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.

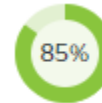
Jan



January Evidence of Progress

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. Some parent/teacher/principal conferences have been scheduled for chronic absences.

Mar



March Evidence of Progress









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 absence parent conferences are scheduled. Some parent/teacher/principal conferences have been scheduled for chronic absences.

June



June Evidence of Progress

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 absence parent conferences are scheduled. Some parent/teacher/principal conferences have been scheduled for chronic absences.





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>	<div data-bbox="1260 292 2016 519"> <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> </div> <div data-bbox="1260 535 2016 673"> <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> </div> <div data-bbox="1260 690 2016 860"> <p>Mar March Evidence of Progress</p>  <p>We have seen an increase in our attendance this year by 1-2 %. We have not met our attendance goal of 96% yet but we will continue to work toward achieving that goal.</p> </div> <div data-bbox="1260 876 2016 1015"> <p>June June Evidence of Progress</p>  <p>The importance of good attendance was posted on the marquee, Carver's Facebook page, Carver's campus website, and in newsletters.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1039 672 1079">  No Progress </div> <div data-bbox="756 1039 987 1079">  Accomplished </div> <div data-bbox="1071 1039 1344 1079">  Continue/Modify </div> <div data-bbox="1428 1039 1638 1079">  Discontinue </div> </div>	

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.

Summative Evaluation: Met Objective

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>	<div data-bbox="1260 365 2016 592"> <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> </div> <div data-bbox="1260 609 2016 836"> <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> </div> <div data-bbox="1260 852 2016 1079"> <p>Mar March 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> </div> <div data-bbox="1260 1096 2016 1380"> <p>June June Evidence of Progress</p>  <p>Staff received ideas/suggestions on self-care emailed out by the principal throughout the school year. 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> </div>

Strategy 2 Details

Strategy 2: Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.

Strategy's Expected Result/Impact: ADA will increase to at least 95%. Increased positive behavior on camp. Students and staff will feel safe at school. Teachers will have a greater awareness of social/emotional issues that affect students.

Staff Responsible for Monitoring: Teachers, Counselor and Principal Nixon will monitor lesson plans

Reviews

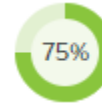
Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress




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. Students have the opportunity to practice the skills that they are learning. Students participate in age-appropriate activities with their peers. For example, learning how to communicate to their peers positively, and create arts/crafts.









June



June Evidence of Progress

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. Students have the opportunity to practice the skills that they are learning. Students participate in age-appropriate activities with their peers. For example, learning how to communicate to their peers positively, how to handle their emotions, and how to problem-solve.

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> 45% 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> 75% 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> 85% Some staff members walk during their lunch. 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>June June Evidence of Progress</p> <p>Some staff members walk during their lunch. 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>









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>	<div data-bbox="1260 235 2016 406"> <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> </div> <div data-bbox="1260 422 2016 649"> <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> </div> <div data-bbox="1260 665 2016 893"> <p>Mar March 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> </div> <div data-bbox="1260 909 2016 1136"> <p>June June 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> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1161 672 1209">  No Progress </div> <div data-bbox="756 1161 987 1209">  Accomplished </div> <div data-bbox="1071 1161 1344 1209">  Continue/Modify </div> <div data-bbox="1428 1161 1638 1209">  Discontinue </div> </div>	

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

Summative Evaluation: Met Objective

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>	<div data-bbox="1260 235 2016 470"> <p>Nov November Evidence of Progress</p>  <p>The Carver COVID19 Plan was created in August by a team that included general education teachers, special education teachers, the nurse, and the PE teacher. All staff received training on Carver COVID protocols for Carver students and staff, as well as visitors to the campus. The plan was shared with all Carver's parents.</p> </div> <div data-bbox="1260 487 2016 722"> <p>Jan January Evidence of Progress</p>  <p>The Carver COVID19 Plan was created in August by a team that included general education teachers, special education teachers, the nurse, and the PE teacher. All staff received training on Carver COVID protocols for Carver students and staff, as well as visitors to the campus. The plan was shared with all Carver's parents.</p> </div> <div data-bbox="1260 738 2016 974"> <p>Mar March Evidence of Progress</p>  <p>The Carver COVID19 Plan was created in August by a team that included general education teachers, special education teachers, the nurse, and the PE teacher. All staff received training on Carver COVID protocols for Carver students and staff, as well as visitors to the campus. The plan was shared with all Carver's parents.</p> </div> <div data-bbox="1260 990 2016 1274"> <p>June June Evidence of Progress</p>  <p>The Carver COVID19 Plan was created in August by a team that included general education teachers, special education teachers, the nurse, and the PE teacher. All staff received training on Carver COVID protocols for Carver students and staff, as well as visitors to the campus. The plan was shared with all Carver's parents. Updated information was sent out when changes were made.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1282 672 1331">  No Progress </div> <div data-bbox="756 1282 987 1331">  Accomplished </div> <div data-bbox="1071 1282 1344 1331">  Continue/Modify </div> <div data-bbox="1428 1282 1638 1331">  Discontinue </div> </div>	

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

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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

Summative Evaluation: Significant progress made toward meeting Objective

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> 74 % of CFE students have meet their 1.5 growth goals in ISIP. Current Campus-wide Recognizing and Reinforcing % as measured by Powerwalks --75%- This exceeds the "Great" target.</p> <p>June June Evidence of Progress</p> <p> 72 % of CFE students have meet their 1.5 growth goals in ISIP. Current Campus-wide Recognizing and Reinforcing % as measured by Powerwalks --75%- This exceeds the "Great" target.</p>

Strategy 2 Details

Reviews

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

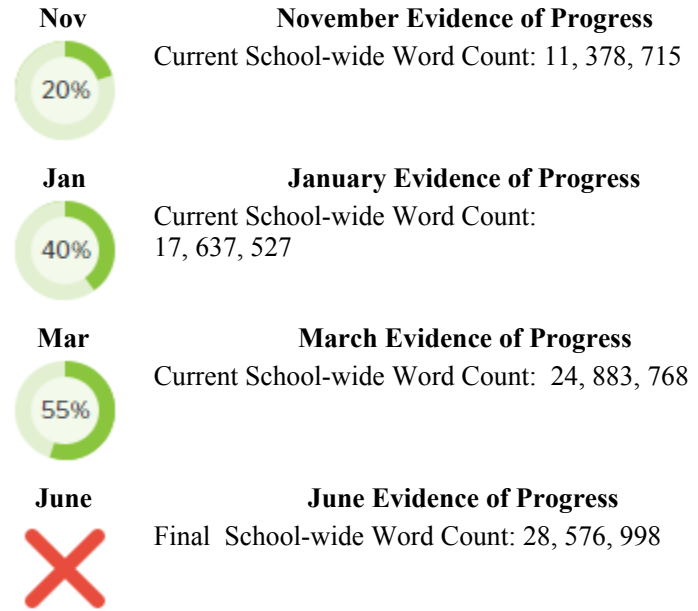
Classroom Teachers

Librarian-Lead



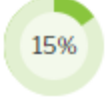

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading





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



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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 data-bbox="1260 121 2016 259"> <p>Nov 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 data-bbox="1260 284 2016 422"> <p>Jan 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 data-bbox="1260 446 2016 584"> <p>Mar March Evidence of Progress</p>  <p>53% of students are performing at Tier 1, 20% at Tier 2 and 26% at Tier 3 per January ISIP results.</p> </div> <div data-bbox="1260 609 2016 747"> <p>June June Evidence of Progress</p>  <p>52% of students are performing at Tier 1, 19% at Tier 2 and 29% at Tier 3 per May ISIP results.</p> </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>	<p>Nov November Evidence of Progress  Storybook Virtual Parade and Read Aloud on 10/30/2020 and Camp Out with a Good Book on 12/3/2020,</p> <p>Jan January Evidence of Progress  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> <p>Mar March Evidence of Progress  Parents and the principal are meeting monthly to discuss 7 Keys to Comprehension book. End of year book club celebration of learning is planned.</p> <p>June June Evidence of Progress  RIF books were distributed in May. Each student took home 2 books to keep. Popsicles with the Principal in June. Students were able to select up to 5 books (out-of-circulation library books) to keep.</p>





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>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <p>Nov November Evidence of Progress</p> <p> To Date: August, September and October Teacher-led Breakout Sessions that address specific campus needs</p> </div> <div> <p>Jan January Evidence of Progress</p> <p> Monthly Teacher-led Professional Development Continues. Lead teachers are also leading Professional Learning Community meetings.</p> </div> <div> <p>Mar March Evidence of Progress</p> <p> Monthly Teacher-led Professional Development Continues. Lead teachers are also leading Professional Learning Community meetings. 100% of professionals, a few aides and student teachers-all led at least one teacher-led PD session</p> </div> <div> <p>June June Evidence of Progress</p> <p> Two student teachers who led professional development were hired as full-time teachers. End-of-year survey results indicate teachers felt the teacher-led professional development was beneficial in building their skills and content knowledge. 234</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	









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

Summative Evaluation: Some progress made toward meeting Objective

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: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p>  <p>2nd-5th Grade: 54% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p>  <p>2nd-5th Grade: 42% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p>  <p>2nd-5th Grade: 47% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> <div style="margin-bottom: 10px;"> <p>June June Evidence of Progress</p>  <p>2nd-5th Grade: 58% of students have reached their 1.5 years growth goal as measured by RenMath</p> </div> </div> <p style="text-align: right; margin-top: 20px;">235</p>

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>	<p>Nov  November Evidence of Progress Current Campus-wide Critical Writing % as measured by Powerwalks 25%-This meets the "Great" target.</p> <p>Jan  January Evidence of Progress Current Campus-wide Critical Writing % as measured by Powerwalks 26%-This exceeds the "Great" target.</p> <p>Mar  March Evidence of Progress Current Campus-wide Critical Writing % as measured by Powerwalks 29%-This exceeds the "Great" target.</p> <p>June  June Evidence of Progress Current Campus-wide Critical Writing % as measured by Powerwalks 30%-This exceeds the "Great" target.</p>
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>	<p>Nov  November Evidence of Progress 236 STEAM Night plans and preparations are underway for January.</p> <p>Jan  January Evidence of Progress STEAM kits for virtual learners were distributed to parents for STEAM Night on January 14th.</p> <p>Mar  March Evidence of Progress Title 1 Funds approved to purchase math-focused picture books. Books and related materials will be distributed during the June and July Popsicles with the Principal.</p> <p>June  June Evidence of Progress Title 1 Funds were used to purchase Math and Movement mats. These mats will be used during a Family Math Night in September.</p>

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  Monthly Teacher-led Professional Development Continues. Lead teachers are also leading Professional Learning Community meetings. 100% of professionals, a few aides and student teachers-all led at least one teacher-led PD session</p> <p>June June Evidence of Progress 237  Two student teachers who led professional development were hired as full-time teachers. End-of-year survey results indicate teachers felt the teacher-led professional development was beneficial in building their skills and content knowledge.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



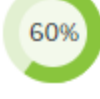
Goal 3: Every student (grade K-5) will make progress in writing during the 2020-2021 school year.









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

Summative Evaluation: Some progress made toward meeting Objective

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>	<p>Nov November Evidence of Progress</p> <p> Students continue to write daily. Rubrics will be applied to writing samples beginning in January.</p> <p>Jan January Evidence of Progress</p> <p> January Writing Rubric Scores % of Students Scoring a 3 or 4 Kinder: 44% First: 30% Second: 25% Third: 22% Fourth: 87% Fifth: 39%</p> <p>Mar March Evidence of Progress</p> <p> March Writing Rubric Scores % of Students Scoring a 3 or 4 Kinder: 52% First: 51% Second: 30% Third: 23% 239 Fourth: 91% Fifth: 54%</p> <p>June June Evidence of Progress</p> <p>May Writing Rubric Scores % of Students Scoring a 3 or 4 Kinder: 64% First: 49% Second: 48% Third: 27% Fourth: 89% Fifth: 73%</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>	<div data-bbox="1260 430 2028 576"> <p>Nov November Evidence of Progress</p>  15% <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> </div> <div data-bbox="1260 592 2028 738"> <p>Jan January Evidence of Progress</p>  25% <p>Date set and planning in progress for Writing Showcase the first week of March</p> </div> <div data-bbox="1260 755 2028 917"> <p>Mar March Evidence of Progress</p>  90% <p>Families worked together to write a book about "How to Catch a Leprechaun". Families read their story aloud on FlipGrids. FlipGrid links were shared with all families to view one another's stories.</p> </div> <div data-bbox="1260 933 2028 1079"> <p>June June Evidence of Progress</p>  <p>completed in March</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1096 672 1144">  No Progress </div> <div data-bbox="756 1096 987 1144">  Accomplished </div> <div data-bbox="1071 1096 1344 1144">  Continue/Modify </div> <div data-bbox="1428 1096 1638 1144">  Discontinue </div> </div>	








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

Summative Evaluation: Some progress made toward meeting Objective

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 241</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. Our current attendance rate is 93.39. This is -2. 78 lower than the 19-20 school year.</p> <p>June June 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. Our current attendance rate is 93.44 This is -2. 61 lower than the 19-20 school year.</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> 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>June June 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>
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 242</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> Virtual Student-led Mindset assemblies are held monthly. 158 Mindset Masters have been awarded this year.</p> <p>June June Evidence of Progress</p> <p> Virtual Student-led Mindset assemblies are held monthly. 237 Mindset Masters have been awarded this year.</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> COVID protocols are consistently followed. Monthly drills continue.</p> <p>June June Evidence of Progress</p> <p> COVID protocols are consistently followed. Monthly drills continue.</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>	<div data-bbox="1255 451 2024 597"> <p>Nov November Evidence of Progress</p>  20% Brain Break take place throughout the day and during lunch.</div> <div data-bbox="1255 613 2024 760"> <p>Jan January Evidence of Progress</p>  35% Brain Break are part of daily classroom and lunch time routines.</div> <div data-bbox="1255 776 2024 922"> <p>Mar March Evidence of Progress 244</p>  85% Brain Break are part of daily classroom and lunch time routines.</div> <div data-bbox="1255 938 2024 1084"> <p>June June Evidence of Progress</p>  Brain Break are part of daily classroom and lunch time routines.</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1084 663 1133">  No Progress </div> <div data-bbox="758 1084 982 1133">  Accomplished </div> <div data-bbox="1073 1084 1331 1133">  Continue/Modify </div> <div data-bbox="1430 1084 1625 1133">  Discontinue </div> </div>	

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

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Mission Statement

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

Vision

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

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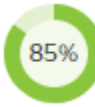

Goals



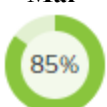

Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.

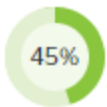

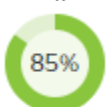

Performance Objective 1: During the 2020-2021 school year, 75% of the students in grades K-5 will make at least 1.5 years of growth in progress in reading.





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









Summative Evaluation: Significant progress made toward meeting Objective

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>	<div data-bbox="1260 581 2005 776"> <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> </div> <div data-bbox="1260 787 2005 917"> <p>Jan January Evidence of Progress 248</p>  <p>Due to the up tick in COVID-19 cases, some teachers are meeting less in small groups.</p> </div> <div data-bbox="1260 950 2005 1096"> <p>Mar March Evidence of Progress</p>  <p>Teachers are meeting in small groups, in order to drill down to the students needs. Over 20 teachers are doing small group reading on a daily bases.</p> </div> <div data-bbox="1260 1112 2005 1269"> <p>June June Evidence of Progress</p>  <p>Teachers did a great job during the months of April and May of meeting with small reading groups. 88% of teachers were meeting with students daily for reading guidance.</p> </div>

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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 462"> <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> </div> <div data-bbox="1260 479 2016 625"> <p>Mar March Evidence of Progress</p>  <p>We are continuing to meet every other Thursday to review data. As we get closer to STAAR dates we will meet weekly.</p> </div> <div data-bbox="1260 641 2016 779"> <p>June June Evidence of Progress</p>  <p>We continued to meet on a bimonthly basis unless additional discussion was needed. 3rd through 5th grade teachers met more often to discuss STAAR data.</p> </div>

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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 527"> <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> </div> <div data-bbox="1260 544 2016 771"> <p>Mar March Evidence of Progress</p>  <p>Out of the 5 areas in powerwalks, we have met our goals in 4 of the areas. We have reached our goal in Lesson Framing with 86%, Power Zone with 83%, Recognized and Reinforce at 30%, and 17% of Critical Writing. We will continue to work on small group purposeful talk.</p> </div> <div data-bbox="1260 787 2016 990"> <p>June June Evidence of Progress 250</p>  <p>Out of the 5 areas in powerwalks, we have met our goals in 2 of the areas. We reached our goal in Power Zone (83%) and in Recognition and Reinforcement (29%). Next year, the teachers need to start strong on lesson frames and critical writing.</p> </div>

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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 527"> <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> </div> <div data-bbox="1260 544 2016 738"> <p>Mar March Evidence of Progress</p>  <p>109 students in K and 1st are meeting their monthly goals. 97 students in 2nd and 3rd grade are meeting their monthly goals. 32 students in 4th and 5th grade are meeting their monthly goals. 45% of our students are meeting their goals.</p> </div> <div data-bbox="1260 755 2016 950"> <p>June June Evidence of Progress</p>  <p>12 students in K and 1st are meeting their May goal. ²⁵¹78 students in 2nd and 3rd grade are meeting their monthly goals. 26 students in 4th and 5th of our students are meeting their goals. Our numbers declined in May but overall the teachers pushed students to read AR books.</p> </div>



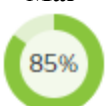

Strategy 5 Details	Reviews
<p>Strategy 5: Staff will invite parents to participate in a Family Read In Night. This event is currently scheduled for November 17, 2020.</p> <p>Strategy's Expected Result/Impact: More parents will become involved with school events. Our goal is to have 35 parents attend.</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>	<div style="border: 1px solid black; padding: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <div> <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> </div> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <div></div> </div> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <div style="text-align: right; margin-right: 10px;">252</div> </div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;">  <p>100%</p> </div> <div> <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> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	


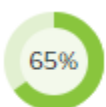

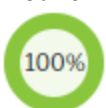
Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.

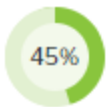



Performance Objective 1: During the 2020-2021 school year, 70% of the students in grades K-5 will make at least 1.5 years of progress in math.









Evaluation Data Sources: Renaissance Learning, Dreambox, and Reflex

Summative Evaluation: Some progress made toward meeting Objective

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>	<div data-bbox="1260 365 2016 527"> <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> </div> <div data-bbox="1260 544 2016 706"> <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> </div> <div data-bbox="1260 722 2016 868"> <p>Mar March Evidence of Progress</p>  <p>Over 20 teachers are meeting in small groups daily to do their math. They are reviewing unmastered TEKS and spiraling through previously learned material.</p> </div> <div data-bbox="1260 885 2016 1047"> <p>June June Evidence of Progress</p>  <p>23 out of 26 teachers (88%) are meeting in small groups daily to do their math. They are review continued to review unmastered TEKS and spiraling through previously learned material.</p> </div>

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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 446"> <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> </div> <div data-bbox="1260 462 2016 625"> <p>Mar March Evidence of Progress</p>  <p>We have continued to meet every other Thursday to discuss data from Checkpoints and Quick Checks. We will meet weekly once we are closer to state assessment.</p> </div> <div data-bbox="1260 641 2016 787"> <p>June June Evidence of Progress</p>  <p>We've continued to meet every other Thursday to discuss data from quick checks. We met more often if we needed to discuss more data or problem areas.</p> </div>

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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 503"> <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> </div> <div data-bbox="1260 519 2016 747"> <p>Mar March Evidence of Progress</p>  <p>Out of the 5 areas in powerwalks, we have met our goals in 4 of the areas. We have reached our goal in Lesson Framing with 86%, Power Zone with 83%, Recognized and Reinforce at 30%, and 17% of Critical Writing. We will continue to work on small group purposeful talk.</p> </div> <div data-bbox="1260 763 2016 958"> <p>June June Evidence of Progress</p>  <p>Out of the 5 areas in powerwalks, we have met our ²⁵⁵ goals in 2 of the areas. We reached our goal in Power Zone (83%) and in Recognition and Reinforcement (29%). Next year, the teachers need to start strong on lesson frames and critical writing.</p> </div>





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>	<div data-bbox="1262 285 2028 431"> <p>Nov November Evidence of Progress</p> <p> This will occur during the Spring semester.</p> </div> <div data-bbox="1262 448 2028 594"> <p>Jan January Evidence of Progress</p> <p> This is being prepared for by the RTI teacher.</p> </div> <div data-bbox="1262 610 2028 756"> <p>Mar March Evidence of Progress</p> <p> We were unable to meet this date but we are planning to have a meeting for parents to see how to continue math activities through out the summer.</p> </div> <div data-bbox="1262 773 2028 919"> <p>June June Evidence of Progress</p> <p> We were able to reschedule a virtual math night on May 20th. We have several student, parents and staff members participate. This was a fun successful event. 256</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 927 663 976">  No Progress </div> <div data-bbox="758 927 982 976">  Accomplished </div> <div data-bbox="1073 927 1331 976">  Continue/Modify </div> <div data-bbox="1430 927 1625 976">  Discontinue </div> </div>	









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

Summative Evaluation: No progress made toward meeting Objective

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  Teachers are meeting to get their prompts on December 11, 2020.</p> <p>Jan January Evidence of Progress  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  This goal was changed as we did our Patterns of 25 57er, in PLCs we discussed the difficulties students were having and concentrated on those areas. We will do one last writing in May.</p> <p>June June Evidence of Progress  With the goal change in March, we continued to concentrate on Math and Reading. 4th grade did continue to do writings to practice for their STAAR test.</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>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>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>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>March Evidence of Progress</p> <p>Patterns of power is a schoolwide curriculum that is taught 1st through 5th grade. This is taught daily and is found in teacher's lesson plans.</p> <p>June Evidence of Progress</p> <p>Patterns of power is a schoolwide curriculum that is taught 1st through 5th grade. This is taught daily and is found in teacher's lesson plans.</p> </div> </div>
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>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>November Evidence of Progress</p> <p>This will be completed in the Spring.</p> <p>January Evidence of Progress</p> <p>This will be completed in the Spring 4-6 weeks before testing.</p> <p>March Evidence of Progress</p> <p>Due to the missed days, we ended up changing checkpoints to quick checks. These were unable to be completed.</p> <p>June Evidence of Progress</p> <p>Writing test will be integrated with the reading test next school year. The writing TEKS do not need to be taught in isolation.</p> </div> </div>





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</p> <p> 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</p> <p> 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> Kindergarten teachers were using this much more the first semester. During the second semester, our data showed that we needed to combine some subjects in order to build time to teach more reading skills. Matt Glover is being used 25% of the time and writing is being done more in science.</p> <p>June June Evidence of Progress</p> <p> Kindergarten teachers used Glover more in the 1st semester. Since the data showed our students needed more time in their reading skills. Our teachers adjusted and only used Matt Glover 25% of their time and writing is being done more in science.</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

Summative Evaluation: Met Objective

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>	<div data-bbox="1260 365 2016 527"> <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> </div> <div data-bbox="1260 544 2016 690"> <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> </div> <div data-bbox="1260 706 2016 820"> <p>Mar March Evidence of Progress</p>  <p>We have continued to discuss the strategies in faculty meetings and PLCs. 260</p> </div> <div data-bbox="1260 836 2016 1023"> <p>June June Evidence of Progress</p>  <p>Through out the school year, Ms. Gibson reviewed the restorative strategies in faculty meetings and answered any questions. She also reviewed how to use restorative strategies in a virtual classroom.</p> </div>

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  Teachers attended training with Sarah Mercado during our in-service week.</p> <p>Jan January Evidence of Progress  Teachers attended training with Sarah Mercado during our in-service week.</p> <p>Mar March Evidence of Progress  Teachers attended training with Sarah Mercado during our in-service week.</p> <p>June June Evidence of Progress  Teachers attended training with Sarah Mercado during our in-service week.</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  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  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  Every Monday, teachers do their morning meeting and discuss the lesson of the week.</p> <p>June June Evidence of Progress  Every Monday, teachers do their morning meetings and discuss the lesson of the week. This is in lesson plans.</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>	<div data-bbox="1262 123 2028 261"> <p>Nov November Evidence of Progress</p>  <p>Ms. Flores has covered red ribbon, bullying, and approximately 6 second step lessons.</p> </div> <div data-bbox="1262 285 2028 423"> <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> </div> <div data-bbox="1262 448 2028 586"> <p>Mar March 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. 80% of the classes have completed 15 lessons.</p> </div> <div data-bbox="1262 610 2028 748"> <p>June June Evidence of Progress</p>  <p>Ms. Flores taught second step lessons as she met with her classes on a bi-monthly schedule.</p> </div>









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>	<div data-bbox="1260 235 1995 381"> <p>Nov November Evidence of Progress Books are in the process of being ordered.</p>  </div> <div data-bbox="1260 397 1995 544"> <p>Jan January Evidence of Progress Books were order at the beginning of February.</p>  </div> <div data-bbox="1260 560 1995 706"> <p>Mar March Evidence of Progress Books are in the principal's office but will wait to be used next school year.</p>  </div> <div data-bbox="1260 722 1995 860"> <p>June June Evidence of Progress Books are in the principal's office but will wait to be used next school year. 263</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 868 672 917">  No Progress </div> <div data-bbox="756 868 987 917">  Accomplished </div> <div data-bbox="1071 868 1344 917">  Continue/Modify </div> <div data-bbox="1428 868 1638 917">  Discontinue </div> </div>	

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

Summative Evaluation: Some progress made toward meeting Objective



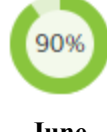
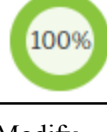




Strategy 1 Details	Reviews
<p>Strategy 1: Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.</p> <p>Strategy's Expected Result/Impact: More parents will become involved in our parent events. Students will meet the goal of 97%.</p> <p>Staff Responsible for Monitoring: Lead - Principal Juarez, Asst. Principal Gibson</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>93.13 % of our students are engaged.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>93.28 % of Navarro students are engaged.</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>93.45% of Navarro students were engaged through the end of the school year. We made small increasing increments but fell short of the goal of 97%.</p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 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

Summative Evaluation: Met Objective

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>	<div data-bbox="1255 526 1360 662"> <p>Nov</p>  </div> <p>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> <div data-bbox="1255 743 1360 880"> <p>Jan</p>  </div> <p>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> <div data-bbox="1255 928 1360 1065"> <p>Mar</p>  </div> <p>March Evidence of Progress</p> <p>Students attend PE 3 days a week. They attend recess everyday. In PE, our students have been preparing for the fitness gram.</p> <div data-bbox="1255 1091 1360 1227"> <p>June</p>  </div> <p>June Evidence of Progress</p> <p>Students attend PE 3 days a week. They also attend recess once or twice daily.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1208 663 1253">  No Progress </div> <div data-bbox="758 1208 982 1253">  Accomplished </div> <div data-bbox="1073 1208 1331 1253">  Continue/Modify </div> <div data-bbox="1430 1208 1625 1253">  Discontinue </div> </div>	

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

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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


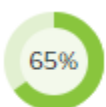


Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2020-2021.





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





Summative Evaluation: Significant progress made toward meeting Objective









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> 55% 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> 65% 66% of students reached their 1.5 year growth in Reading. 100% of teachers are conducting guided reading daily. 269</p> <p>Mar March Evidence of Progress</p> <p> 85% 86% of students reached their 1.5 year growth in Reading. 100% of teachers are conducting guided reading daily.</p> <p>June June Evidence of Progress</p> <p> 87% of students reached their 1.5 years growth in Reading. 100% of teachers are conducting guided reading daily.</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>	<div data-bbox="1260 121 2016 284"> <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> </div> <div data-bbox="1260 300 2016 414"> <p>Jan January Evidence of Progress</p>  <p>100% of teachers are completing lesson plans weekly. Teachers meet bi-weekly in PLCs.</p> </div> <div data-bbox="1260 462 2016 600"> <p>Mar March Evidence of Progress</p>  <p>100% of teachers are completing lesson plans weekly. Teachers meet bi-weekly in PLCs. Teachers are using identified Foundational TEKS weekly and test mastery.</p> </div> <div data-bbox="1260 625 2016 755"> <p>June June Evidence of Progress</p>  <p>100% of teachers are completing lesson plans weekly. Teachers meet bi-weekly in PLCs. Teachers are using identified Foundational TEKS weekly and test mastery.</p> </div>

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. 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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 527"> <p>Jan January Evidence of Progress</p>  <p>As of January 2021, 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> </div> <div data-bbox="1260 544 2016 738"> <p>Mar March Evidence of Progress</p>  <p>As of March 2021, 1682 walk throughs have been conducted on campus. Lesson Frame 86%, Power Zone 78%, FSGPT 26%, R&R 20%, and Critical Writing 28%. 100% of teacher had atleast 3 coaching conferences.</p> </div> <div data-bbox="1260 755 2016 950"> <p>June June Evidence of Progress 271</p>  <p>As of the EOY, 2048 walk throughs have been conducted on campus. Lesson Frame 85%, Power Zone 77%, FSGPT 26%, R&R 19%, and Critical Writing 29%. 100% of teacher had atleast 4 coaching conferences.</p> </div>

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>	<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>25%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Our word count as of November was 24,583,211 words. Prizes are being award to students monthly.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Jan</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>Our word count as of January was 50,930,495 words. Prizes are being award to students monthly.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Mar</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>Our word count as of March was 76,324,195 words. Prizes are being award to students monthly.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Our word count as of the EOY was 123,100,385 words. Millionaires and 1.5 readers were awarded their EOY prizes for reaching their goals.</p> </div> </div> </div>
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>	<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>40%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on September 28th & October 30th.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Jan</p>  <p>55%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on November 9th & December 14th.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Mar</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on February 11th & March 12th.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>Interventionist & RTI teachers work with students daily. RTI teacher met with teachers on May 14th & 17th</p> </div> </div> </div>

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  No parent trainings were offered during the 3rd nine weeks.</p> <p>June June Evidence of Progress  No parent trainings were offered during the 4th nine weeks. 116 parents completed the EOY survey for Plum Creek.</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>	<div data-bbox="1255 451 2020 1140"> <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.</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.</p> <p>Mar March Evidence of Progress 274</p>  <p>Bilingual PLC meetings are once every month during the 3rd nine weeks. Teachers are analyzing TELPAS scores and using the data to create individual support plans to increase student TELPAS growth.</p> <p>June June Evidence of Progress</p>  <p>Bilingual PLC meetings are once every month during the 4th nine weeks. Teachers analyzed student progress on ISIP/Ren Math/STAAR and are awaiting results from TELPAS.</p> </div>
<div data-bbox="464 1159 1625 1206">  No Progress  Accomplished  Continue/Modify  Discontinue </div>	





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.



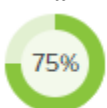

Evaluation Data Sources: Dream Box reports (K-1), Ren Learning reports (2-5)









Summative Evaluation: Some progress made toward meeting Objective









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  100% of teachers are conducting small group instruction on math based on the 540 walk throughs.</p> <p>Jan January Evidence of Progress  100% of teachers are conducting small group instruction on math based on the 1305 walk throughs.</p> <p>Mar March Evidence of Progress  100% of teachers are conducting small group instruction on math based on the 1682 walk throughs. 275</p> <p>June June Evidence of Progress  86% of teachers are conducting small group instruction on math based on the 2048 walk throughs.</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>	<div data-bbox="1260 121 2016 259"> <p>Nov November Evidence of Progress</p>  <p>52% of classrooms are consistently conducting Math Talks daily.</p> </div> <div data-bbox="1260 284 2016 422"> <p>Jan January Evidence of Progress</p>  <p>57% of classrooms are consistently conducting Math Talks daily.</p> </div> <div data-bbox="1260 446 2016 600"> <p>Mar March Evidence of Progress</p>  <p>49% of classrooms are consistently conducting Math Talks daily. Focus has shifted more to spiraling TEKS and Foundational TEKS with small group instruction due to COVID and the winter weather.</p> </div> <div data-bbox="1260 625 2016 844"> <p>June June Evidence of Progress</p>  <p>24% of classrooms were conducting Math Talks daily based on walkthroughs. Focus shifted to STAAR in the upper grades and Foundational TEKS in the lower grade levels. Due to gaps in learning, we will go back to focusing on small group instruction until we finish closing gaps due to COVID.</p> </div>

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  64% of teachers have math critical writing activities daily during centers.</p> <p>Jan January Evidence of Progress  83% of teachers have math critical writing activities daily during centers.</p> <p>Mar March Evidence of Progress  83% of teachers have math critical writing activities daily during centers.</p> <p>June June Evidence of Progress  83% of teachers have math critical writing activities daily during centers.</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>	<div data-bbox="1260 121 2016 316"> <p>Nov November Evidence of Progress</p>  <p>As of November 2020, 540 walk through were conducted. Lesson Frame 91%, Power Zone 73%, FSGPT 13%, R&R 18%, and Critical Writing 26%. 100% of teacher had a 1:1 coaching conference between September - November.</p> </div> <div data-bbox="1260 332 2016 527"> <p>Jan January Evidence of Progress</p>  <p>As of January 2021, 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> </div> <div data-bbox="1260 544 2016 738"> <p>Mar March Evidence of Progress</p>  <p>As of March 2021, 1682 walk throughs have been conducted on campus. Lesson Frame 86%, Power Zone 78%, FSGPT 26%, R&R 20%, and Critical Writing 28%. 100% of teacher had atleast 3 coaching conference.</p> </div> <div data-bbox="1260 755 2016 950"> <p>June June Evidence of Progress 278</p>  <p>As of the EOY, 2048 walk throughs have been conducted on campus. Lesson Frame 85%, Power Zone 77%, FSGPT 26%, R&R 19%, and Critical Writing 29%. 100% of teacher had atleast 4 coaching conference.</p> </div>

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> 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>June June 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>
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 279</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> Parent Math Game Night (virtual) was completed on March 25, 2021.</p> <p>June June Evidence of Progress</p> <p> No parent activities were completed during the 4th nine weeks of school.</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>	<div data-bbox="1260 430 2016 657"> <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> </div> <div data-bbox="1260 673 2016 876"> <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> </div> <div data-bbox="1260 893 2016 1031"> <p>Mar March Evidence of Progress</p>  <p>Bilingual PLC meetings are once every month. Bilingual teachers are incorporating critical writing in math to help increase TELPAS writing scores.</p> </div> <div data-bbox="1260 1047 2016 1218"> <p>June June Evidence of Progress</p>  <p>Bilingual PLC meetings are once every month. Bilingual teachers are incorporating critical writing in math to help increase TELPAS writing scores. Teachers are awaiting TELPAS results.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1226 672 1282">  No Progress </div> <div data-bbox="756 1226 987 1282">  Accomplished </div> <div data-bbox="1071 1226 1344 1282">  Continue/Modify </div> <div data-bbox="1428 1226 1638 1282">  Discontinue </div> </div>	









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

Summative Evaluation: Some progress made toward meeting Objective

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> 100% of teachers are using Matt Glover or Patterns of Power consistently during their daily writing blocks. 281</p> <p>June June Evidence of Progress</p> <p> 84% of teachers are using Matt Glover or Patterns of Power consistently during their daily writing blocks.</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  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  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  84% of students made progress from January to March.</p> <p>June June Evidence of Progress  72% of students made progress from March to May.</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 282  Potato Patch Projects were held the month of October. 52 participant campus wide.</p> <p>Jan January Evidence of Progress  Gingerbread Projects were held in December. 124 participants campus wide.</p> <p>Mar March Evidence of Progress  No writing projects were held during the 3rd nine weeks through the library.</p> <p>June June Evidence of Progress  No writing projects were held during the 4th nine weeks through the library.</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> Benchmarks were taken the end of February 2021. Writing checkpoints were incorporated into the 4th grade Writing Action Plan starting at the beginning of March 2021.</p> <p>June June Evidence of Progress</p> <p> STAAR Scores for 4th grade Writing show 33% of students reached Approaches. STAAR Writing is being discontinued at the end of the 20-21 school year.</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>	<div data-bbox="1260 389 2016 519"> <p>Nov November Evidence of Progress</p> <p>Not scheduled until the Spring semester.</p> <p> 0%</p> </div> <div data-bbox="1260 552 2016 682"> <p>Jan January Evidence of Progress</p> <p>Parent Writing Tips were sent via Parent Newsletter. A date for the writing showcase has not been determined.</p> <p> 15%</p> </div> <div data-bbox="1260 714 2016 844"> <p>Mar March Evidence of Progress</p> <p>Writing creations will be sent home and shared with parents. No Writing Showcase scheduled. 284</p> <p> 35%</p> </div> <div data-bbox="1260 876 2016 1006"> <p>June June Evidence of Progress</p> <p>No Writing Showcase was completed during the school year.</p> <p></p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1023 672 1071">  No Progress </div> <div data-bbox="756 1023 987 1071">  Accomplished </div> <div data-bbox="1071 1023 1344 1071">  Continue/Modify </div> <div data-bbox="1428 1023 1638 1071">  Discontinue </div> </div>	









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









Summative Evaluation: Some progress made toward meeting Objective









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  As of the March 2021, PC attendance was at 94.21. 285</p> <p>June June Evidence of Progress  Plum Creek attendance was 94% for the 20-21 school year.</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  Monthly challenges are being provided to house teams for word count. No incentives are being provided for attendance due to COVID protocols.</p> <p>June June Evidence of Progress  No incentives are being provided for attendance due to COVID protocols.</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 286  We are not recognizing classes for attendance at this time.</p> <p>Jan January Evidence of Progress  We are not recognizing classes for attendance at this time.</p> <p>Mar March Evidence of Progress  We are not recognizing classes for attendance at this time.</p> <p>June June Evidence of Progress  We are not recognizing classes for attendance at this time.</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  No student performances scheduled at this time.</p> <p>Jan January Evidence of Progress  No student performances scheduled at this time.</p> <p>Mar March Evidence of Progress  No student performances scheduled at this time.</p> <p>June June Evidence of Progress  No student performances were completed during the 20-21 school year due to COVID.</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> Teachers are recognized weekly for displaying LISD Leadership qualities and behaviors in the staff newsletter as "Plum Creek Can Change the World" recipients. Weekly staff members who "tweet" receive lunch. Lead & Learn presenters are recognized and receive lunch.</p> <p>June June Evidence of Progress</p> <p> Teachers are recognized weekly for displaying LISD Leadership qualities and behaviors in the staff 288 newsletter as "Plum Creek Can Change the World" recipients. Weekly staff members who "tweet" receive lunch. Lead & Learn presenters are recognized and receive lunch.</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> 100% of teachers complete 7 Mindset lessons weekly on Mondays. Counselor provides lessons bi-weekly to all classes during rotations/specials.</p> <p>June June Evidence of Progress</p> <p> 84% of teachers complete 7 Mindset lessons weekly on Mondays. Counselor provides lessons bi-weekly to all classes during rotations/specials.</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 289</p> <p> 100% of students attend PE two times per week.</p> <p>Jan January Evidence of Progress</p> <p> 100% of students attend PE two times per week.</p> <p>Mar March Evidence of Progress</p> <p> 100% of students attend PE two times per week. Nurse provided healthy snacks to staff during March 2021.</p> <p>June June Evidence of Progress</p> <p> 100% of students attend PE two times per week.</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>	<div data-bbox="1260 349 2016 487"> <p>Nov November Evidence of Progress</p>  <p>SEL Training was provided in August 2020. Students are being referred for additional services through the HOGG Grant if needed.</p> </div> <div data-bbox="1260 503 2016 641"> <p>Jan January Evidence of Progress</p>  <p>Panorama survey was completed by students in January to measure students social/emotional levels.</p> </div> <div data-bbox="1260 657 2016 812"> <p>Mar March Evidence of Progress</p>  <p>Counselors are developing plans from Panorama survey data.</p> <p style="text-align: right;">290</p> </div> <div data-bbox="1260 828 2016 982"> <p>June June Evidence of Progress</p>  <p>Counseling lessons were provided to classes twice per month during the 20-21 school year. Counselor provided tips to support students in the weekly staff newsletter.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1006 672 1055">  No Progress </div> <div data-bbox="756 1006 987 1055">  Accomplished </div> <div data-bbox="1071 1006 1333 1055">  Continue/Modify </div> <div data-bbox="1428 1006 1638 1055">  Discontinue </div> </div>	

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

Summative Evaluation: Significant progress made toward meeting Objective

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> 20%</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> 35%</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> 70%</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>June June Evidence of Progress</p> <p> 100%</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>

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>	<div data-bbox="1262 123 2028 261"> <p>Nov November Evidence of Progress</p>  <p>This is regularly happening -- teachers address this strategy after each checkpoint/ monitor their instruction accordingly.</p> </div> <div data-bbox="1262 285 2028 448"> <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> </div> <div data-bbox="1262 472 2028 659"> <p>Mar March Evidence of Progress</p>  <p>PLCs meet the week after checkpoints to review data. Additional data points have been gathered, including data on Foundational Standards (FS). FS assessments show that students making strong gains in TEKS 6.2A, 6.5E, 6.6D, and 6.8D.</p> </div> <div data-bbox="1262 683 2028 813"> <p>June June Evidence of Progress</p>  <p>During the 2020-2021 school year, teachers met bi-weekly and reviewed CP and formative assessment data. Strategies focused on foundational standards.</p> </div>

Strategy 3 Details

Strategy 3: The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using Power Walks for both, virtual and face-to-face instruction.

Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making progress than compared to last year.

Administration will conduct up to 25 Power Walks a week. After 15 Power Walks, teachers will engage in the Power Walk Coaching Cycle with their T-TESS appraiser.

Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.

Staff Responsible for Monitoring: Principal, and content administrators.

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

Reviews

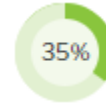
Nov



November Evidence of Progress

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

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

Powerwalk data has shown the campus as a whole has been consistently hitting the "Great" target for critical writing and recognize and reinforce. Specifically, LJHS's ELAR department saw a 2 point increase (27% to 29%) in the critical write category.





June















June Evidence of Progress

By the end of the 2020-2021 school year, LJHS' ²⁹⁵ Fundamental 5 data was--

Lesson Framing - 75%
Power Zone - 49%
SGPT - 13%
R&R - 58%
Critical Writing - 25%

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov</p>  <p>November Evidence of Progress</p> <p>LJH has utilized RenLearn to assess student progress in reading. Teachers work on goal-setting with students.</p> </div> <div style="margin-bottom: 10px;"> <p>Jan</p>  <p>January Evidence of Progress</p> <p>Goal-setting conversations are happening with students - more students in 7th and 8th grade ELAR are showing 1.5 growth.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar</p>  <p>March Evidence of Progress</p> <p>RenLearn scores increased from 33%/38%/40% to 54%/56%/60% for 6th, 7th, 8th grade respectively from the February testing date to the April testing date.</p> </div> <div style="margin-bottom: 10px;"> <p>June</p>  <p>June Evidence of Progress</p> <p>May RenLearn Data</p> <ul style="list-style-type: none"> 61% of 6th grade F2F students met 1.5 58% of 7th grade F2F students met 1.5 64% of 8th grade F2F students met 1.5 </div> <div style="margin-bottom: 10px;"> <ul style="list-style-type: none"> 33% of 6th grade virtual students met 1.5 51% of 7th grade virtual students met 1.5 49% of 8th grade virtual students met 1.5 </div> </div> <p style="text-align: right;">296</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  The master schedule shows that ELAR is blocked and students receive twice as much instructional time when compared to last year.</p> <p>June June Evidence of Progress  Goal was met.</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 -</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<div data-bbox="1260 243 1995 381"> <p>Nov November Evidence of Progress</p>  25% <p>During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> </div> <div data-bbox="1260 406 1995 544"> <p>Jan January Evidence of Progress</p>  40% <p>During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> </div> <div data-bbox="1260 568 1995 706"> <p>Mar March Evidence of Progress</p>  60% <p>During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> </div> <div data-bbox="1260 730 1995 860"> <p>June June Evidence of Progress</p>  <p>During advisory, students are instructed to engage in SSR for 25-30 minutes.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 885 672 925">  No Progress </div> <div data-bbox="756 885 987 925">  Accomplished </div> <div data-bbox="1071 885 1344 925">  Continue/Modify </div> <div data-bbox="1428 885 1638 925">  Discontinue </div> </div>	





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









Summative Evaluation: Significant progress made toward meeting Objective

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> 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. 299</p> <p>June June 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>

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> PLCs meet biweekly to discuss data. Specifically, intervention plans and rosters were developed using benchmark assessment data. Strategic/TEKS specific lessons were developed to support student growth while spiraling in previously taught content.</p> <p>June June Evidence of Progress</p> <p> During the 2020-2021 school year, teachers met bi-weekly and reviewed CP and formative assessment data. Strategies focused on foundational standards.</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> Powerwalk data indicates that there is still some work to do with SMGPT. However, data shows that students are engaging in critical writing activities 27% of the time (which means that our math teachers are hitting the "Great" target in the PowerWalks system).</p> <p>June June Evidence of Progress</p> <p> By the end of the 2020-2021 school year, LJHS' ³⁰¹ Fundamental 5 data was--</p> <ul style="list-style-type: none"> Lesson Framing - 75% Power Zone - 49% SGPT - 13% R&R - 58% Critical Writing - 25%

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p>  <p>LJH has utilized RenLearn to assess student progress in math.</p> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p>  <p>LJH has utilized RenLearn to assess student progress in math.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p>  <p>RenLearn scores increased from 36%/41%/44% to 57%/59%/56% for 6th, 7th, 8th grade respectively from the February testing date to the April testing date.</p> </div> <div> <p>June June Evidence of Progress</p>  <p>The latest RenLearn data shows--</p> <p>April RenLearn Data</p> <ul style="list-style-type: none"> 57% of 6th grade F2F students met 1.5 59% of 7th grade F2F students met 1.5 57% of 8th grade F2F students met 1.5 <p style="text-align: right;">302</p> <ul style="list-style-type: none"> 53% of 6th grade virtual students met 1.5 52% of 7th grade virtual students met 1.5 64% of 8th grade virtual students met 1.5 </div> </div>





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</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<div data-bbox="1260 240 2028 381"> <p>Nov November Evidence of Progress</p>  25% <p>All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</p> </div> <div data-bbox="1260 397 2028 539"> <p>Jan January Evidence of Progress</p>  45% <p>All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</p> </div> <div data-bbox="1260 555 2028 696"> <p>Mar March Evidence of Progress</p>  70% <p>All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</p> </div> <div data-bbox="1260 712 2028 854"> <p>June June Evidence of Progress</p>  <p>All math teachers are regularly using spiraling/retrieval practice in their instruction to review previously-taught content.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 876 661 917">  No Progress </div> <div data-bbox="756 876 976 917">  Accomplished </div> <div data-bbox="1071 876 1333 917">  Continue/Modify </div> <div data-bbox="1428 876 1627 917">  Discontinue </div> </div>	





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

Summative Evaluation: Some progress made toward meeting Objective

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  No progress on this strategy - discontinue this strategy until next school year. 304</p> <p>June June Evidence of Progress  Discontinue goal.</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</p> <p> 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</p> <p> 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> LJH has recognized students with high attendance through a campus-wide Zoom assembly. Incentives have been purchased and awarded to students.</p> <p>June June Evidence of Progress</p> <p> Significant progress was not made in this strategy due to COVID-related absences and quarantining.</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  Due to COVID, we have not had grade-level meetings to share out attendance information. Attendance info, however, has been shared out with staff in weekly newsletters.</p> <p>June June Evidence of Progress  Due to COVID, we did not have grade-level meetings to share out attendance information. Attendance info, however, has been shared out with staff in weekly newsletters.</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  Due to COVID, attendance has decreased a bit this year. However, more parent contact and student contact has been made. Truancy court is being utilized regularly and students are making up attendance hours.</p> <p>June June Evidence of Progress  Attendance was low this year due to COVID-related absences. Increased parent contact and student contact was been made. Truancy court was being utilized regularly and students are making up attendance hours, however, the court system stopped taking new truancy cases.</p> <p>JH's ADA by the end of the academic year was 87.59%</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









Summative Evaluation: Met Objective

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>	<div data-bbox="1260 402 2016 560"> <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> </div> <div data-bbox="1260 584 2016 836"> <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 308</p> </div> <div data-bbox="1260 860 2016 1112"> <p>Mar March Evidence of Progress</p>  <p>Discipline referrals are down--</p> <p>Referral counts-</p> <p>2019-2020 BOY - March 1st - 2643</p> <p>2020-2021 BOY - March 1st - 713</p> <p>73% decrease</p> </div> <div data-bbox="1260 1136 2016 1331"> <p>June June Evidence of Progress</p>  <p>Discipline referrals were down 53%</p> <p>Referral counts-</p> <p>2019-2020 EOY - May 2020 - 3001</p> <p>2020-2021 EOY - May 2020 - 1387</p> </div>

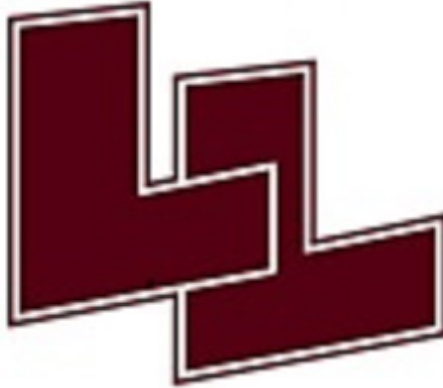
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers and staff will follow school-wide discipline plan including strategies for office versus classroom managed behavior, tiers of behavior and behavioral intervention strategies.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals 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>	<div data-bbox="1262 123 2003 256"> <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> </div> <div data-bbox="1262 285 2003 537"> <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> </div> <div data-bbox="1262 561 2003 813"> <p>Mar March Evidence of Progress</p>  <p>Discipline referrals are down--</p> <p>Referral counts-</p> <p>2019-2020 BOY - March 1st - 2643</p> <p>2020-2021 BOY - March 1st - 713</p> <p>73% decrease 309</p> </div> <div data-bbox="1262 837 2003 1029"> <p>June June Evidence of Progress</p>  <p>Discipline referrals were down 53%</p> <p>Referral counts-</p> <p>2019-2020 EOY - May 2020 - 3001</p> <p>2020-2021 EOY - May 2020 - 1387</p> </div>

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>	<div style="text-align: right;">310</div> <p>Nov November Evidence of Progress</p>  25% Seven Mindsets is implemented with fidelity during advisory periods. <p>Jan January Evidence of Progress</p>  40% Seven Mindsets is implemented with fidelity during advisory periods. <p>Mar March Evidence of Progress</p>  65% Seven Mindsets is implemented with fidelity during advisory periods. <p>June June Evidence of Progress</p>  100% Seven Mindsets is implemented with fidelity during advisory periods.
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>  0% We are still working on getting this initiative off the ground. <p>Jan January Evidence of Progress</p>  15% First semester perfect attendance/PBIS awards assembly is scheduled for the 1st week in February. <p>Mar March Evidence of Progress</p>  60% End-of-year awards will recognize students with good behavior. <p>June June Evidence of Progress</p>  Students with All A, A/B, Perfect Attendance were recognized at the end of the year awards ceremony. Good Citizenship award was also given to a student who exhibited good moral character.

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>	<table border="0"> <tr> <td data-bbox="1262 123 1360 256"> <p>Nov</p>  </td> <td data-bbox="1398 123 1997 256"> <p>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> </td> </tr> <tr> <td data-bbox="1262 285 1360 418"> <p>Jan</p>  </td> <td data-bbox="1398 285 1997 418"> <p>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> </td> </tr> <tr> <td data-bbox="1262 448 1360 581"> <p>Mar</p>  </td> <td data-bbox="1398 448 1997 581"> <p>March 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> </td> </tr> <tr> <td data-bbox="1262 610 1360 743"> <p>June</p>  </td> <td data-bbox="1398 610 1997 743"> <p>June Evidence of Progress</p> <p>Strategy met.</p> </td> </tr> </table>	<p>Nov</p> 	<p>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</p> 	<p>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</p> 	<p>March 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>June</p> 	<p>June Evidence of Progress</p> <p>Strategy met.</p>
<p>Nov</p> 	<p>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</p> 	<p>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</p> 	<p>March 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>June</p> 	<p>June Evidence of Progress</p> <p>Strategy met.</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>	<div style="text-align: right; margin-bottom: 10px;">312</div> <p>Nov November Evidence of Progress</p> <p> We are still exploring this area.</p> <p>Jan January Evidence of Progress</p> <p> We are still exploring this area.</p> <p>Mar March Evidence of Progress</p> <p> We are still exploring this area.</p> <p>June June Evidence of Progress</p> <p> Parent communication/involvement was made regularly through email, phone calls, Zoom meetings. We hosted virtual events this year including NJHS inductions, band performances, choir performances, open house, and 6th grade orientation.</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>	

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



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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.









Summative Evaluation: Some progress made toward meeting Objective









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>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p> 	<p>November Evidence of Progress Discontinued due to COVID restrictions</p> <p>January Evidence of Progress 316</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>





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> 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>June June Evidence of Progress</p> <p> Continue in the 2021-22 school year</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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <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> </div> <div style="margin-bottom: 20px;"> <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> </div> <div style="margin-bottom: 20px;"> <p>Mar March 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 decreased by 4%. Data for Power Zone decreased by 9%. PowerWalk data still does not meet targets.</p> </div> <div style="margin-bottom: 20px;"> <p>June June Evidence of Progress</p>  <p>Continue in the 2021-22 school year</p> </div> <div style="text-align: right; margin-top: 20px;">318</div> </div>

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>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </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 319 Teachers have observed practices at LJH and began to plan for implementation </p> <p>Jan January Evidence of Progress Implementation of practices has begun. </p> <p>Mar March Evidence of Progress Discontinued for the 2020-21 school year. </p> <p>June June Evidence of Progress Continue in the 2021-22 school year </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>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </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 320  PLC teams use SCA data to plan and respond.</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>Mar March Evidence of Progress  PLC teams continue to use SCA data to plan and respond.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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  Teachers are focusing on foundational standards in preparation for EOC.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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 321  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  Targeted interventions have been implemented based on student need.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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 Levers: 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  Targeted interventions have been implemented based on student need.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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 Levers: Lever 5: Effective Instruction</p>	<div data-bbox="1260 292 2016 422"> <p>Nov November Evidence of Progress</p>  25% EOC prep tutoring was provided for students taking the Algebra 1 retest in December. </div> <div data-bbox="1260 454 2016 584"> <p>Jan January Evidence of Progress</p>  40% Targeted interventions have been designed based on student need. </div> <div data-bbox="1260 617 2016 747"> <p>Mar March Evidence of Progress</p>  45% Targeted interventions have been implemented based on student need. </div> <div data-bbox="1260 779 2016 909"> <p>June June Evidence of Progress 323</p>  Continue in the 2021-22 school year </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 925 672 974">  No Progress </div> <div data-bbox="756 925 987 974">  Accomplished </div> <div data-bbox="1071 925 1344 974">  Continue/Modify </div> <div data-bbox="1428 925 1638 974">  Discontinue </div> </div>	





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







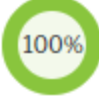
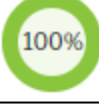
Performance Objective 1: Performance Objective 1.1: For the 2020-21 school year, LHS will earn an Academic Growth component score of 80 points or higher for English 2 STAAR EOC by May 2021.









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.









Summative Evaluation: Some progress made toward meeting Objective









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</p> <p> English 2 teachers meet weekly to plan lessons and analyze assessment data</p> <p>Jan January Evidence of Progress</p> <p> 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> English 2 teachers continue to meet weekly to plan lessons and analyze assessment data. Assessment data and PowerWalk data has not demonstrated significant improvement. 324</p> <p>June June Evidence of Progress</p> <p> Continue in the 2021-22 school year</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>	<div data-bbox="1260 121 2016 316"> <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> </div> <div data-bbox="1260 332 2016 527"> <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> </div> <div data-bbox="1260 544 2016 738"> <p>Mar March 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 2%. Data for Power Zone improved by 38%. PowerWalk data still does not meet targets.</p> </div> <div data-bbox="1260 755 2016 893"> <p>June June Evidence of Progress</p>  <p>Continue in the 2021-22 school year 325</p> </div>

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>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>November Evidence of Progress</p> <p>World History Teachers have received training and ongoing support and have implemented strategies in class</p> <p>January Evidence of Progress</p> <p>Full implementation in all World History classes.</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>
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>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p>  </div> <div style="width: 50%;"> <p>November Evidence of Progress</p> <p>All English 2 students take short cycle assessments (SCAs) every two weeks</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p> </div> </div>

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></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></p> <p>Mar March Evidence of Progress PLC teams continue to use SCA data to plan and respond.</p> <p></p> <p>June June Evidence of Progress Continue in the 2021-22 school year</p> <p></p>
Strategy 6 Details	Reviews 327
<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></p> <p>Jan January Evidence of Progress Teachers are focusing on foundational standards in preparation for EOC.</p> <p></p> <p>Mar March Evidence of Progress Teachers are focusing on foundational standards in preparation for EOC.</p> <p></p> <p>June June Evidence of Progress Continue in the 2021-22 school year</p> <p></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  Targeted interventions are being implemented based on student need.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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 Levers: 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  Targeted interventions are being implemented based on student need.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</p>



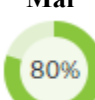

Strategy 9 Details	Reviews
<p>Strategy 9: Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: Teri Kirby, Sondra Schaible</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<div data-bbox="1260 284 2016 430"> <p>Nov November Evidence of Progress</p>  25% EOC prep tutoring was provided for students taking the Algebra 1 retest in December.</div> <div data-bbox="1260 446 2016 592"> <p>Jan January Evidence of Progress</p>  40% Targeted interventions have been designed based on student need.</div> <div data-bbox="1260 609 2016 755"> <p>Mar March Evidence of Progress</p>  40% Targeted interventions are being implemented based on student need.</div> <div data-bbox="1260 771 2016 909"> <p>June June Evidence of Progress 329</p>  Continue in the 2021-22 school year</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 925 672 974">  No Progress </div> <div data-bbox="756 925 987 974">  Accomplished </div> <div data-bbox="1071 925 1344 974">  Continue/Modify </div> <div data-bbox="1428 925 1638 974">  Discontinue </div> </div>	









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

Summative Evaluation: Some progress made toward meeting Objective

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 330 The TSI math exam was administered to students enrolled in Geometry in April. </p> <p>June June Evidence of Progress Continue in the 2021-22 school year </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  ASVAB opportunities continue to be scheduled throughout the spring semester.</p> <p>June June Evidence of Progress  Continue in the 2021-22 school year</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 331  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>	<div style="text-align: right;"> <p>November Evidence of Progress</p> <p>Nov  Work is ongoing</p> <p>January Evidence of Progress</p> <p>Jan  Work is ongoing</p> <p>March Evidence of Progress</p> <p>Mar  Work is ongoing</p> <p>June Evidence of Progress</p> <p>June  Continue in the 2021-22 school year 332</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	













Goal 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.

Summative Evaluation: Some progress made toward meeting Objective

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> Data Tracking Sheet implemented in Advisory period. 333</p> <p>June June Evidence of Progress</p> <p> Continue in the 2021-22 school year</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>	<table border="0"> <tr> <td data-bbox="1262 115 1360 155">Nov</td> <td data-bbox="1398 115 1902 191">November Evidence of Progress Implementation delayed until semester 2</td> </tr> <tr> <td data-bbox="1262 155 1360 261"></td> <td></td> </tr> <tr> <td data-bbox="1262 261 1360 302">Jan</td> <td data-bbox="1398 261 1902 354">January Evidence of Progress Discontinue</td> </tr> <tr> <td data-bbox="1262 302 1360 407"></td> <td></td> </tr> <tr> <td data-bbox="1262 407 1360 448">Mar</td> <td data-bbox="1398 407 1902 483">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 448 1360 553"></td> <td></td> </tr> <tr> <td data-bbox="1262 553 1360 594">June</td> <td data-bbox="1398 553 1902 630">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1262 594 1360 699"></td> <td></td> </tr> </table>	Nov	November Evidence of Progress Implementation delayed until semester 2			Jan	January Evidence of Progress Discontinue			Mar	March Evidence of Progress			June	June Evidence of Progress		
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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>	<table border="0"> <tr> <td data-bbox="1262 228 1360 367"> <p>Nov</p>  </td> <td data-bbox="1398 228 1902 298"> <p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p> </td> </tr> <tr> <td data-bbox="1262 391 1360 513"> <p>Jan</p>  </td> <td data-bbox="1398 391 1902 461"> <p>January Evidence of Progress</p> <p>Discontinue</p> </td> </tr> <tr> <td data-bbox="1262 537 1360 675"> <p>Mar</p>  </td> <td data-bbox="1398 537 1902 574"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1262 699 1360 837"> <p>June</p>  </td> <td data-bbox="1398 699 1902 737"> <p>June Evidence of Progress</p> </td> </tr> </table> <p style="text-align: right;">335</p>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Discontinue</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p>								
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<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>June</p> 	<p>June Evidence of Progress</p>								
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue						









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.

Summative Evaluation: Some progress made toward meeting Objective

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</p> 	<p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Discontinue</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>336</p>
	<p>June</p> 	<p>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 Buses are available and in use by students </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>Jan January Evidence of Progress Discontinue </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress </p>

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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>	<table border="1"> <tr> <td data-bbox="1226 240 1388 391"> <p>Nov</p>  </td> <td data-bbox="1388 240 2028 391"> <p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p> </td> </tr> <tr> <td data-bbox="1226 391 1388 542"> <p>Jan</p>  </td> <td data-bbox="1388 391 2028 542"> <p>January Evidence of Progress</p> <p>Discontinue</p> </td> </tr> <tr> <td data-bbox="1226 542 1388 693"> <p>Mar</p>  </td> <td data-bbox="1388 542 2028 693"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 693 1388 873"> <p>June</p>  </td> <td data-bbox="1388 693 2028 873"> <p>June Evidence of Progress</p> <p style="text-align: right;">338</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Discontinue</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">338</p>
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<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">338</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 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.














Summative Evaluation: Some progress made toward meeting Objective

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 Attendance team meets weekly 339 </p> <p>June June Evidence of Progress Continue in the 2021-22 school year </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 Continue in the 2021-22 school year </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> 50%</p> <p>Jan January Evidence of Progress New procedures in place</p> <p> 100%</p> <p>Mar March Evidence of Progress</p> <p> 100%</p> <p>June June Evidence of Progress</p> <p> 100%</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 RTI process has been developed and is in use</p> <p> 65%</p> <p>June June Evidence of Progress Continue in the 2021-22 school year</p> <p></p>


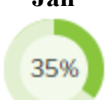



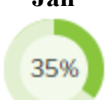



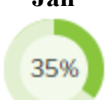


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Strategy 6 Details	Reviews								
<p>Strategy 6: The Attendance Team will set monthly goals based on data and monitor progress</p> <p>Strategy's Expected Result/Impact: LHS teachers and leaders will evaluate the effectiveness of interventions attempted.</p> <p>Staff Responsible for Monitoring: Lupita Narvaez</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <tr> <td data-bbox="1226 240 1365 402"> <p>Nov</p>  </td> <td data-bbox="1365 240 2028 402"> <p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p> </td> </tr> <tr> <td data-bbox="1226 402 1365 565"> <p>Jan</p>  </td> <td data-bbox="1365 402 2028 565"> <p>January Evidence of Progress</p> <p>Ongoing work is in progress</p> </td> </tr> <tr> <td data-bbox="1226 565 1365 646"> <p>Mar</p> </td> <td data-bbox="1365 565 2028 646"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 646 1365 789"> <p>June</p>  </td> <td data-bbox="1365 646 2028 789"> <p>June Evidence of Progress</p> <p>Continue in the 2021-22 school year</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Implementation delayed until semester 2</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Ongoing work is in progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Continue in the 2021-22 school year</p>
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<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	<p>342</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>	<table border="0"> <tr> <td data-bbox="1260 412 1365 552"> <p>Nov</p>  </td> <td data-bbox="1365 412 2026 552"> <p>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> </td> </tr> <tr> <td data-bbox="1260 552 1365 698"> <p>Jan</p>  </td> <td data-bbox="1365 552 2026 698"> <p>January Evidence of Progress</p> <p>Student surveys are planned for the spring semester.</p> </td> </tr> <tr> <td data-bbox="1260 698 1365 876"> <p>Mar</p>  </td> <td data-bbox="1365 698 2026 876"> <p>March Evidence of Progress</p> <p style="text-align: right;">343</p> </td> </tr> <tr> <td data-bbox="1260 876 1365 1040"> <p>June</p>  </td> <td data-bbox="1365 876 2026 1040"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>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</p> 	<p>January Evidence of Progress</p> <p>Student surveys are planned for the spring semester.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p style="text-align: right;">343</p>	<p>June</p> 	<p>June Evidence of Progress</p>
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<p>June</p> 	<p>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> <p> 100%</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> <p> 100%</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>

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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="1"> <tr> <td data-bbox="1226 285 1398 448"> <p>Nov</p>  </td> <td data-bbox="1398 285 2028 448"> <p>November Evidence of Progress</p> <p>Pending</p> </td> </tr> <tr> <td data-bbox="1226 448 1398 610"> <p>Jan</p>  </td> <td data-bbox="1398 448 2028 610"> <p>January Evidence of Progress</p> <p>Postpone until 2021-22</p> </td> </tr> <tr> <td data-bbox="1226 610 1398 773"> <p>Mar</p>  </td> <td data-bbox="1398 610 2028 773"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1226 773 1398 919"> <p>June</p>  </td> <td data-bbox="1398 773 2028 919"> <p>June Evidence of Progress</p> <p>347</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Pending</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Postpone until 2021-22</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>347</p>
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<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>									

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



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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.

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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.

Summative Evaluation: Some progress made toward meeting Objective

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>	<div data-bbox="1260 613 2030 755"> <p>Nov November Evidence of Progress</p>  <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p> </div> <div data-bbox="1260 771 2030 912"> <p>Jan January Evidence of Progress 351</p>  <p>Implementation of PBL on campus has resulted in more effective teaching practices.</p> </div> <div data-bbox="1260 928 2030 1070"> <p>Mar March Evidence of Progress</p>  <p>Implementation of PBL on campus has resulted in more effective teaching practices. LF: 82%, 62% PZ, 22% FSGPT, 35% CW</p> </div> <div data-bbox="1260 1086 2030 1291"> <p>June June Evidence of Progress</p>  <p>Implementation of PBL on campus has resulted in more effective teaching practices. LF: 82%, 62% PZ, 22% FSGPT, 35% CW Walkthroughs will continue to be a big push to refine PBL practices.</p> </div>

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  One student is scheduled to take Algebra EOC in May, he is projected to achieve Master's</p> <p>June June Evidence of Progress  Checkpoints will be conducted in Eduphoria for the 2021-22 school year.</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 352  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  PLC is PRIDE co-planning time for PBL. Using data from edgenuity and USA Test Prep to monitor student performance and STAAR readiness. Teachers are continuing to plan projects to end the school year as well as plan ideas for next school year.</p> <p>June June Evidence of Progress  PLC has been integral in planning PBL for the campus and will continue to do so.</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  PBL planning as well as EOC prep has helped teachers pull the necessary data to prepare students.</p> <p>June June Evidence of Progress  Data analysis has been integral in how PBL is planned and refined. This will continue to be built upon.</p>
Strategy 5 Details	Reviews 353
<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 connect to a higher tier of support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress  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  Most students are virtual, however we have seen more graduates and are currently up to 16 graduates which includes F2F and virtual students.</p> <p>June June Evidence of Progress  We had 30 students graduate for the school year. Teachers will continue to goal set with individual students to monitor progress and support.</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  Specific practice days have been scheduled for both face to face and virtual students which includes benchmarks</p> <p>June June Evidence of Progress  Overall we had 25% of our students pass EOC, which are primarily re-testers. Focused instruction will ³⁵⁴ continue in 21-22 for all students.</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.

Summative Evaluation: Some progress made toward meeting Objective

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  Implementation of PBL on campus has resulted in more effective teaching practices. LF: 82%, 62% PZ, 22% FSGPT, 35% CW</p> <p>June June Evidence of Progress  Implementation of PBL on campus has resulted in more effective teaching practices. LF: 82%, 62% PZ, 22% FSGPT, 35% CW Walkthroughs will continue to be a big push to refine PBL practices.</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  Students needing ELA I & II STAAR have taken necessary benchmarks. Students are actively working on EOC test prep for ELA.</p> <p>June June Evidence of Progress  Checkpoints will be conducted in Eduphoria for the 2021-22 school year.</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 356  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  PLC is PRIDE co-planning time for PBL. Using data from edgenuity and USA Test Prep to monitor student performance and STAAR readiness. Teachers are continuing to plan projects to end the school year as well as plan ideas for next school year.</p> <p>June June Evidence of Progress  PLC has been integral in planning PBL for the campus and will continue to do so.</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  PBL planning as well as EOC prep has helped teachers pull the necessary data to prepare students.</p> <p>June June Evidence of Progress  Data analysis has been integral in how PBL is planned and refined. This will continue to be built upon.</p>
Strategy 5 Details	Reviews 357
<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 connect to a higher tier of support.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	<p>Nov November Evidence of Progress  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  Most students are virtual, however we have seen more graduates and are currently up to 16 graduates which includes F2F and virtual students.</p> <p>June June Evidence of Progress  We had 30 students graduate for the school year. Teachers will continue to goal set with individual students to monitor progress and support.</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>	<div data-bbox="1255 240 2028 381"> <p>Nov November Evidence of Progress</p>  <p>Specific practice days have been scheduled for both face to face and virtual students</p> </div> <div data-bbox="1255 402 2028 544"> <p>Jan January Evidence of Progress</p>  <p>Specific practice days have been scheduled for both face to face and virtual students which includes benchmarks</p> </div> <div data-bbox="1255 565 2028 706"> <p>Mar March Evidence of Progress</p>  <p>Specific practice days have been scheduled for both face to face and virtual students which includes benchmarks</p> </div> <div data-bbox="1255 727 2028 868"> <p>June June Evidence of Progress</p>  <p>Overall we had 25% of our students pass EOC, which are primarily re-testers. Focused instruction will continue in 21-22 for all students.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 878 663 922">  No Progress </div> <div data-bbox="758 878 982 922">  Accomplished </div> <div data-bbox="1077 878 1331 922">  Continue/Modify </div> <div data-bbox="1430 878 1625 922">  Discontinue </div> </div>	









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.

Summative Evaluation: Met Objective

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</p> <p> We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>Jan January Evidence of Progress</p> <p> We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>Mar March Evidence of Progress 359</p> <p> We have several students utilizing this program to balance virtual learning, absences and work schedules.</p> <p>June June Evidence of Progress</p> <p> Several students utilized this program. PHS will apply for this program in 21-22</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 Attendance letters are sent for chronic absentee students, as well as encouraged to come in face to face when virtual is falling behind.</p> <p>June  June Evidence of Progress Edgenuity reports were sent weekly, attendance letters were sent for chronic absences as well as truancy filing.</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 360 This message is communicated everyday</p> <p>Jan  January Evidence of Progress This message is communicated everyday</p> <p>Mar  March Evidence of Progress This message is communicated everyday and students have cumulative exam exemption if passing class and have over 90% attendance.</p> <p>June  June Evidence of Progress This message is communicated everyday and students have cumulative exam exemption if passing class and have over 90% attendance.</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  Daily trackers and phone calls have increased student contact and support. PHS attendance continues to be 4-5 points higher than 19-20.</p> <p>June June Evidence of Progress  Daily trackers and phone calls have increased student contact and support.</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. 361</p> <p>Jan January Evidence of Progress  Weekly attendance meetings to identify chronic absences.</p> <p>Mar March Evidence of Progress  Weekly attendance meetings to identify chronic absences.</p> <p>June June Evidence of Progress  Weekly attendance meetings to identify chronic absences.</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>	<table border="1"> <tr> <td data-bbox="1226 240 1386 402"> <p>Nov</p>  </td> <td data-bbox="1386 240 2028 402"> <p>November Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p> </td> </tr> <tr> <td data-bbox="1226 402 1386 565"> <p>Jan</p>  </td> <td data-bbox="1386 402 2028 565"> <p>January Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p> </td> </tr> <tr> <td data-bbox="1226 565 1386 727"> <p>Mar</p>  </td> <td data-bbox="1386 565 2028 727"> <p>March Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p> </td> </tr> <tr> <td data-bbox="1226 727 1386 873"> <p>June</p>  </td> <td data-bbox="1386 727 2028 873"> <p>June Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences. 362</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences. 362</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p>								
<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Weekly attendance meetings to identify chronic absences.</p>								
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<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:

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Date of Board Meeting:

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RECOMMENDED MOTION:

2021-2022 Budget Summary

General Fund:

- ✓ State revenue assumes 2% enrollment growth from prior year, with a 95% Average Daily Attendance (ADA)
- ✓ M&O local tax revenue is based upon \$0.8747/per \$100 value
- ✓ Includes all new positions approved by the board for 2021-2022
- ✓ Includes the 2021-2022 Employee Compensation Plan, which includes a 3%-5% raise for all employees

Debt Service Fund:

- ✓ Debt service expenditures pays the annual payment on prior bond issues

Maintenance Tax Note Fund:

- ✓ Sets aside funds to pay the 2021-2022 debt payments

School Nutrition Fund:

- ✓ Represents the budget approved when the contract with Southwest Foodservice Excellence was extended for 2021-2022

BUDGET COMPARISON
2021-2022 PROPOSED BUDGET TO 2020-2021 FINAL PROPOSED BUDGET

Function	Function Description	2020-21	2021-22	Change
		Final Proposed Budget	Proposed Budget	
XXX E 00 ----	TRANSFERS OUT	427,258	373,632	\$ (53,626)
XXX E 11 ----	INSTRUCTION	33,726,192	34,071,144	\$ 344,952
XXX E 12 ----	INST. RESOURCES & MEDIA SVCS	660,812	611,832	\$ (48,980)
XXX E 13 ----	CURRICULUM DEV.& INST.STF DEV	1,245,107	903,043	\$ (342,064)
XXX E 21 ----	INSTRUCTIONAL LEADERSHIP	600,392	667,609	\$ 67,217
XXX E 23 ----	SCHOOL LEADERSHIP	3,341,436	3,380,347	\$ 38,911
XXX E 31 ----	GUIDANCE & COUNSELING	1,227,019	1,032,173	\$ (194,846)
XXX E 32 ----	SOCIAL WORK SERVICES	188,237	182,042	\$ (6,195)
XXX E 33 ----	HEALTH SERVICES	661,598	506,490	\$ (155,108)
XXX E 34 ----	PUPIL TRANSPORTATION	3,591,013	3,580,804	\$ (10,209)
XXX E 35 ----	FOOD SERVICES	4,015,251	3,800,107	\$ (215,144)
XXX E 36 ----	COCURR./EXTRACURR.ACTIVITIES	1,780,305	1,544,573	\$ (235,732)
XXX E 41 ----	ADMINISTRATIVE SUPPORT SERVICE	2,446,654	2,554,736	\$ 108,082
XXX E 51 ----	PLANT MAINTENANCE & OPERATIONS	5,640,346	5,431,076	\$ (209,270)
XXX E 52 ----	SECURITY & MONITORING SERVICES	231,271	241,446	\$ 10,175
XXX E 53 ----	DATA PROCESSING SERVICES	896,696	1,260,170	\$ 363,474
XXX E 61 ----	COMMUNITY SERVICES	19,048	34,638	\$ 15,590
XXX E 71 ----	DEBT SERVICES	5,563,835	5,712,613	\$ 148,778
XXX E 81 ----	CAPITAL OUTLAY	3,313,608	454,565	\$ (2,859,043)
XXX E 93 ----	PAYMENTS TO FISCAL AGENTS\MBRS	1,675,116	1,688,594	\$ 13,478
XXX E 99 ----	INTERGOVERNMENTAL EXPENSE	392,500	460,000	\$ 67,500
XXX E ----	Expense	\$ 71,643,694	\$ 68,491,634	\$ (3,152,060)
Other Required information:				
		20-21 Actual Exp.	Proposed Budget	Change
<i>Note: Included in function 41 above are expenditures required by law to be published in a newspaper.</i>		\$ 816	\$ 3,000	\$ 2,184

2021-2022 PROPOSED BUDGET

	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
	Proposed	Proposed	Proposed	Proposed	Proposed
	Budget	Budget	Budget	Budget	Budget
	M&O	Debt Service	Maint Tax Note	School Nutrition	Grand Total
Estimated beginning fund balance 7/1	\$ 18,725,646	\$ 5,199,686	\$ -	\$ 1,488,009	\$ 25,413,341
LOCAL REVENUE SOURCES	\$ 18,256,979	\$ 5,283,927	\$ -	\$ 253,549	\$ 23,794,455
STATE REVENUE SOURCES	40,409,770	-	-	\$ 16,323	\$ 40,426,093
FEDERAL REVENUE SOURCES	300,000	-	-	\$ 3,846,755	\$ 4,146,755
TRANSFERS IN	-	-	373,632	\$ -	\$ 373,632
ESTIMATED TOTAL REVENUES	\$ 58,966,749	\$ 5,283,927	\$ 373,632	\$ 4,116,627	\$ 68,740,935
SALARIES/BENEFITS	\$ 42,193,633	\$ -	\$ -	\$ 1,233,780	\$ 43,427,413
CONTR/PROF SERV	10,397,381	-	-	2,571,740	\$ 12,969,121
SUPPLIES/MAT'LS	2,368,034	-	-	214,778	\$ 2,582,812
OTHER OPER COST	2,955,678	-	-	15,800	\$ 2,971,478
DEBT SERV COSTS	55,106	5,283,875	373,632	-	\$ 5,712,613
CAPITAL OUTLAY	454,565	-	-	-	\$ 454,565
TRANSFERS OUT	373,632	-	-	-	\$ 373,632
ESTIMATED TOTAL EXPENDITURES	\$ 58,798,029	\$ 5,283,875	\$ 373,632	\$ 4,036,098	\$ 68,491,634
Net increase (decrease) to fund balance:	\$ 168,720	\$ 52	\$ -	\$ 80,529	\$ 249,301
Estimated ending fund balance 6/30	\$ 18,894,366	\$ 5,199,738	\$ -	\$ 1,568,538	\$ 25,662,642

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
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Official Delegate Designation Form

Please note:

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

Credentials (ribbon and button) will be mailed to delegates and alternates who are registered by August 26. After that date, credentials must be picked up on site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

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

Alternate: _____

Board position: _____ E-mail: _____

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

Name of school district: _____

County-district number: _____ **TASB (ESC) region number:** _____

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2021 TASB Delegate Assembly scheduled for September 25 (as provided by the TASB Bylaws).

Board president: _____ Date: _____

Please return your board's designations online or to the address below by August 26, 2021, to receive Delegate Assembly credentials by mail. Delegates submitted after August 26 will need to pick up credentials (button and ribbon) on site.

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

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

