

**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, Monday, September 27, 2021 – 6:30 PM**

Notice is hereby given that on Monday, September 27, 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. Presentation of Colors by JROTC
3. Invocation
4. Recognition:
 - A. Government Finance Officers Association Award
5. Public Comment
6. COMMUNICATION/ACTION:
 - A. Consideration and Possible Action on Universal Masking
7. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.072, (Deliberation Regarding Real Property), Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:
 1. Superintendent's Monthly Performance Evaluation
 2. Superintendent Evaluation Instrument for 2021-2022
 8. Business: Consent Agenda
 - A. Approve Minutes
 1. August 23, 2021
 2. September 4, 2021
 - B. Approve Capital Area Council of Governments (CAPCOG) General Assembly Representative
 - C. Approve Resolution Regarding Board Review of Board Policy CDA (local) - OTHER REVENUES - INVESTMENT
 - D. Approve Waiver to use an alternate 7th Grade Reading Instrument
 - E. Approve Purchase in Excess of \$50,000 for Special Education Student Placement in Residential Facility
 - F. Approve Purchase in Excess of \$50,000 for the STAR Autism Program
 - G. Approve Rejection of CSP 21-010 for Covered Walkway Canopies
 - H. Review Tax Collection Report
 - I. Review Cash Investments Report
9. COMMUNICATION:
 - A. Progress Monitoring Data on District Achievement Targets
 - B. COVID-19 Update
 - C. 2021-2022 Budget Update
 - D. 2021-2022 LISD District Improvement Plan and Campus Improvement Plans
10. COMMUNICATION/ACTION:

- A. Consider and/or Approve Lockhart ISD COVID-19 Substitute Teacher Stipend Resolution
- B. Consider and/or Approve Four COVID-19 Liaison Positions
- C. Consideration and possible action regarding implementation of Remote Learning Option
- D. Consider and/or Approve the Resolution of the Board Regarding Local Remote Learning Program
- E. Consider and/or Approve Request for Maximum Class Size Waivers
- F. Consider and/or Approve Caldwell County Appraisal District Board of Directors Nominees
- 11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*
- 12. BENEDICTION
- 13. ADJOURNMENT

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

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

Texas Government Code Section:

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

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

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

On this day of Friday, September 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:

Minutes of Regular Meeting

The Board of Trustees Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, August 23, 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 President Steve Johnson. Other members present were Warren Burnett, Dr. Barbara Sanchez, Michael Wright, Sam Lockhart and Rene Rayos. Tom Guyton arrived at 6:34p.m.
2. Presentation of Colors by JROTC
3. Invocation was given by Trustee Burnett
4. Recognitions:
 - A. TAFE National Winners
5. Public Comment

Three individuals spoke during public comment regarding item 9-G.

Two spoke against a mask mandate. One spoke in favor of a mask mandate.

6. CLOSED SESSION:
 - A. Adjourned to Closed Session: Texas Government Code Section 551.071 (Consultation with Attorney); 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. Consideration of Superintendent's recommendation to report to TEA certified educator(s) who abandoned contract
 2. Superintendent's Contract
 3. Consultation with legal counsel regarding mask mandate for students, staff, parents and/or visitors at all District campuses and buses and any other COVID-19 protocols and issues

The Board of Trustees on Monday August 23, 2021 convened at 6:49 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.071 (Consultation with Attorney); Texas Government Code Section 551.072 (Deliberation Regarding Real Property) and Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee) and Texas Government Code Section 551.076 (Deliberation regarding

implementation of security personnel or devices). The Board ended its closed session at 7:58 PM on Monday, August 23, 2021. No votes, decisions, or actions were taken while in closed session.

7. Business: Consent Agenda

A. Approval of Minutes:

1. July 26, 2021
2. August 16, 2021
3. August 16, 2021 – 7:15pm

B. Approve Resolution Regarding Extracurricular Status of 4-H Organization and Adjunct Faculty Agreement

C. Approve MOU Between Cenikor Foundation and Lockhart ISD, 2021-2022

D. Approve Renewal of 2021-2022 TASB Worker's Compensation and Property Casualty Insurance

Approve Local Policy Update 117: CH(LOCAL): PURCHASING AND ACQUISITION;
CV(LOCAL): FACILITIES CONSTRUCTION; DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES

F. Approve Contract Amendment for SSC

G. Approve Chromebook Purchase

H. Approve Lockhart ISD and Austin Community College 2021-2022 (FY2021) Early College Start Memorandum of Understanding

I. Renew Texas Association of School Boards (TASB) Risk Management Fund Unemployment Compensation Program for 2021-2022

J. Review the 2020-2021 Purchasing Cooperative Fee Report

K. Review Tax Collection Report

L. Review Cash Investments Report

M. Approve Renewal Purchase of Edgenuity Software

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

8. COMMUNICATION:

A. First Day of School Update

This update was given by the Assistant Superintendent of Curriculum & Instruction, Dr. Stephaine Camarillo, the Deputy Superintendent, Kim Raymond, and the Assistant Superintendent of Operations & Technology, Adam Galvan. No action was taken.

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

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

C. Review Covered Walkway Canopies CSP

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

9. COMMUNICATION/ACTION:

A. Approve Resolution Adopting the Maintenance and Operations Tax Rate, Interest and Sinking Tax Rate and Total Tax Rate for 2021

Trustee Guyton made a motion that the Board approve the total property tax rate be adopted in the amount of \$1.1297 per \$100/property value, which is effectively a 13.271% percent increase in the tax rate and I further move that the Board approve the Resolution adopting the Maintenance and Operations tax rate, Interest and Sinking tax rate and total tax rate as described in the Resolution. Trustee Burnett seconded the motion. The motion carried, 7-0.

B. Consider and/or Approve RFP 21-007 for Executive Coaching Services

Trustee Wright made the motion that the Board approve Casas LWP, LLC for RFP 21-007 Executive Coaching Services and not to exceed \$57,100. Trustee Sanchez seconded the motion. The motion carried, 7-0.

C. Consider and/or Approve Amending Student Nest Tutoring Contract

Trustee Sanchez made the motion that the board approve the amending of the Student Nest tutoring contract not to exceed \$390,000. Trustee Rayos seconded the motion. The motion carried, 7-0.

D. Consideration and possible action to adopt Board Resolution related to increasing local leave for fully vaccinated employees who contract COVID-19

Trustee Sanchez made the motion that the Board adopt the Board Resolution related to increasing local leave for fully vaccinated employees who contract COVID-19, as presented by the Superintendent. Trustee Guyton seconded the motion. The motion carried, 5-2. Trustees Johnson and Burnett voted against the motion.

E. Consideration and possible action regarding Superintendent's recommendation to report to TEA certified educator(s) who abandoned contract

Trustee Guyton made the motion that the Board of Trustees find that there was not good cause under Texas Education Code section 21.105(c)(2), 21.160(c)(2) or 21.210(c)(2) for Ida Moreno to resign from her 2021-2022 employment contract, and further authorize the Superintendent to report this employee to the Texas Education Agency for contract abandonment. Trustee Wright seconded the motion. The motion carried, 7-0.

Trustee Guyton made the motion that the Board of Trustees find that there was not good cause under Texas Education Code section 21.105(c)(2), 21.160(c)(2) or 21.210(c)(2) for Angela Griffin to resign from her 2021-2022 employment contract, and further authorize the Superintendent to report this employee to the Texas Education Agency for contract abandonment. Trustee Rayos seconded the motion. The motion carried, 7-0.

F. Consideration and Possible Action to Extend Superintendent’s Contract and Approve Salary

Trustee Wright made the motion that the Board of Trustees approve the terms of the Superintendent’s contract, as discussed in the closed session, and authorize the Board President to execute the contract on behalf of the District. Trustee Guyton seconded the motion. The motion carried, 7-0.

G. Consideration and possible action to implement a mask mandate for students, staff, parents, and/or all visitors at all District campuses and buses

Trustee Sanchez made the motion that the Board of Trustees required masks or face coverings for all students, staff, parents, and visitors while inside Lockhart ISD buildings and buses, and authorize the Superintendent to implement administrative regulations to facilitate this mandate, including any appropriate exemptions due to an individual’s age or disability. Trustee Rayos seconded the motion. The motion failed, 2-5. Trustees Burnett, Wright, Johnson, Guyton and Lockhart voted against the motion.

10. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*
11. BENEDICTION was given by Trustee Guyton
12. ADJOURNMENT was at 8:56 P.M. 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 Saturday, September 4, 2021, beginning at 3:00 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 3:02 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

Twenty-nine individuals signed up to speak during public comment regarding item 3-A. Two declined their opportunity to speak.

Twenty-four spoke in favor of requiring universal masking. Three spoke against universal masking.

3. COMMUNICATION/ACTION:

A. Consideration and possible action to implement a mask mandate for students, staff, parents, and/or all visitors at District campuses and premises and on buses

Trustee Sanchez made the motion that the Board of Trustees require masks or face coverings for all students, staff, parents, and visitors while inside Lockhart ISD buildings and buses, and authorize the Superintendent to implement administrative regulations to facilitate this mandate, including any appropriate exemptions due to an individual's age, disability, or documented medical condition. Trustee Guyton seconded the motion. The motion carried, 5-2. Trustees Johnson and Burnett voted against the motion.

B. Consideration and possible action regarding implementation of a Virtual School Option

The Board recommended that No action be taken. Tabled to next month.

4. ADJOURNMENT was at 5:02 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:



APPOINTMENT FORM - GENERAL ASSEMBLY REPRESENTATIVE CAPITAL AREA COUNCIL OF GOVERNMENTS

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

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

PLEASE COMPLETE THE FOLLOWING SECTION

Governing Body:

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

-OR-

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

-OR-

_____ Other (Board or other governing body)

City, County, or Organization being represented

Name of Representative

Position

Address

City, Zip Code

Telephone Number

Fax Number

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

Check One:

_____ Reappointment

_____ Filling Vacancy

_____ Changing Representative

Name of Previous Representative

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

Representative for the above entity on _____.

Date of Meeting

Signature of Chief Elected Official/Chair of Governing Board

Date

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

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Investment Authority

The Superintendent, assistant superintendent, chief financial officer or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Commercial paper as permitted by Government Code 2256.013.
6. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
7. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
8. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed two years from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds / Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Enterprise and Custodial Funds	Investment strategies for enterprise and custodial funds shall have as their primary objectives safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

**Lockhart Independent School District
Resolution**

Whereas, The Lockhart Independent School District is mandated by the Public Funds Investment Act to have an investment policy that includes an investment strategy statement.

Whereas, The Lockhart Independent School District recognizes the necessity to assure the safety of the District's funds, maintain sufficient liquidity to provide adequate and timely working funds, and to match the maturity of investment instruments to the daily cash flow requirements.

Whereas, The Lockhart Independent School District cash management objectives also include the attainment of market average rate of return, while maintaining safety and liquidity. Other objectives include the diversity of investments as to maturity, instrument, and financial institution where permitted under the laws of the State of Texas, to actively pursue portfolio management techniques, and to avoid investment for speculation.

Whereas, the Board of Directors has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached hereto as Exhibit "A", pursuant to Chapter 2256, Texas Government Code, as amended from time to time;

Now, therefore, be it Resolved by the Board of Trustees of the Lockhart Independent School District that:

Section 1: The Investment Policy, in the form attached hereto as Exhibit "A", is hereby adopted as the local investment policy for the District and that there are no changes from the prior policy; and

Section 2: The provisions of this Resolution shall be effective as of the date of the adoption and shall remain in effect until modified by action of the Board of Trustees.

Passed and Approved the 27th day of September 2021 by the Board of Trustees of the Lockhart Independent School District.

Steve Johnson, President

Warren Burnett, 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:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

AUGUST 2021

	August	Prior Months	TOTAL	PRIOR YEAR
2021 Tax Collection	\$0.00	\$0.00	\$0.00	\$0.00
2020 & Prior Collection	\$130,408.63	\$206,458.38	\$336,867.01	\$359,250.85
Total Tax Collection =	\$130,408.63	\$206,458.38	\$336,867.01	\$359,250.85

note: Above figures include penalties and interest collected

2021 Original Levy \$0.00

August 31, 2021 Percent of 2020 Tax Collected (2021 Levy is not created until October)	0.00%
August 31, 2020 Percent of 2019 Tax Collected (On July 31, 2020, 2020 Levy had not been created)	0.00%
August 31, 2019 Percent of 2018 Tax Collected (On July 31, 2019, 2019 Levy had not been created)	0.00%

August 31, 2021 - Balance of Delinquent Tax	\$2,417,877.74
August 31, 2020 - Balance of Delinquent Tax	\$2,088,805.71
August 31, 2019 - Balance of Delinquent Tax	\$1,834,617.03

Corrections made to Current Tax Roll \$0.00

Corrections made to Delinquent Tax Roll \$226,299.23

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$18,498.15

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
Chief Appraiser
Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District

District Improvement Plan

2021-2022



LOCKHART
Independent School District

Mission Statement

Lockhart ISD District Goals

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

Vision

Building a legacy of excellence.

Table of Contents





Goals	4
Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.	4
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	8
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	13
Addendums	21

Goals

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 1: During the 2021-2022 school year, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years of progress in reading.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training, support to administrators, and utilize a walkthrough form to monitor use of Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) to improve tier one instruction.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will be accomplished or distinguished on the differentiation portion of the walkthrough form; 85% of the students in Grades 4-8 Reading and ELA STAAR will meet STAAR progress.</p> <p>Staff Responsible for Monitoring: Corona (lead) / McBride (data)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Adjust professional development opportunities for campus leadership based on Fundamental 5 data, as evidenced by the district-created walkthrough form.</p> <p>Strategy's Expected Result/Impact: Through Fundamental 5 Walkthrough data in ELA tracked at the district level, we will maintain CW at 25% distinguished and above; increase to 95% at distinguished and above for usage of Lesson Frames, increase to 30% at distinguished or above usage of FSGPT, increase usage, and meet recognize and reinforce to 40% at distinguished and above.</p> <p>Staff Responsible for Monitoring: Pope(Lead) / McBride (data)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze Amplify data to support Tier 1 instruction by providing need-based training.</p> <p>Strategy's Expected Result/Impact: 70% of K-2 students will be identified in Amplify as "At" or "Above" on the Benchmark by the end of the school year.</p> <p>Staff Responsible for Monitoring: Henrichs (Lead) / McBride (Data) / Pope</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a monitoring process to discuss Student Progress and Goals with campus PLCs.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 10 points in the STAAR component of Domain 1 of the district's accountability.</p> <p>Staff Responsible for Monitoring: Stephaine Camarillo, Assistant Supt. for Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district will use a bilingual/ESL instructional framework (one-way dual language or transitional late-exit), depending on campus and grade as well as Sheltered Instruction strategies for developing speaking, listening, reading and writing.</p> <p>Strategy's Expected Result/Impact: The strategy will be measured by a 5% increase in the 2021-2022 TELPAS composite results. TTESS Dimension 2.4 Differentiation</p> <p>Staff Responsible for Monitoring: Cynthia Vasquez (lead)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitoring of the campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed STAAR Reading in the previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Beth Henrichs (Lead), Todd McBride (Data), C&I Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk-through form.</p> <p>Strategy's Expected Result/Impact: As a result of differentiation strategies being used, there will be a 10% increase in students demonstrating growth on the STAAR Reading at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Corona (Lead)</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.





Performance Objective 2: During the 2021-2022, 70% of students in K - Algebra I will make 1.5 years progress in math.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and support to administrators and teachers on Flexible Learning Paths to improve tier one instruction, as evidenced by 70% usage in walkthrough data.</p> <p>Strategy's Expected Result/Impact: 85% of the students in Grades 4-8 Math and Algebra 1 STAAR will meet STAAR progress.</p> <p>Staff Responsible for Monitoring: Harber / Corona (lead) /McBride (data)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Adjust professional development opportunities for campus leadership based on Fundamental 5 data, as evidenced by the district-created walkthrough form.</p> <p>Strategy's Expected Result/Impact: Through Fundamental 5 Walkthrough Rubric data in Math tracked at the district level, 95% at distinguished and above for Lesson Frame for usage of Lesson Frames, 30% at distinguished or above usage of FSGPT, 25% at distinguished or above for CW, and meet recognize and reinforce to 40% at distinguished and above.</p> <p>Staff Responsible for Monitoring: Pope (lead) /McBride (data) / Harber</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will support Professional Development for the Math Interventionist to train and support campus Teachers on tier 1, tier 2, and tier instruction.</p> <p>Strategy's Expected Result/Impact: Students in K-1 will be able to show growth in Dreambox</p> <p>Staff Responsible for Monitoring: Pope/McBride</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a monitoring process to discuss Student Progress and Goals with campus PLCs.</p> <p>Strategy's Expected Result/Impact: There will be an increase of 10 points in the STAAR component of Domain 1 of the district's accountability.</p> <p>Staff Responsible for Monitoring: Camarillo (Lead)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk-through form.</p> <p>Strategy's Expected Result/Impact: As a result of differentiation strategies being used, there will be a 10% increase in students demonstrating growth on the STAAR Math at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Corona (Lead)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Monitoring of the campus acceleration learning plans for all students. Strategy's Expected Result/Impact: 80% of the students who failed STAAR Math in the previous year would meet the Approaches Grade Level student performance Staff Responsible for Monitoring: Beth Henrichs (Lead), Todd McBride (Data), C&I Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.





Performance Objective 3: During the School Year 2021-2022, 90% of graduating students will have earned at least 1 CCMR indicator on the district tracking system.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement training and monitoring procedures to ensure that proper high yield CCMR policies are carried out at the campus level.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR baseline readiness across all student populations and increase the district's outcome bonus.</p> <p>Staff Responsible for Monitoring: Royer (Lead), McBride (data)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Xello training and implementation support to Counselors, CCMR Advisors, and GEAR UP Coordinators to ensure all Grade 8-11 students have completed four-year plan.</p> <p>Strategy's Expected Result/Impact: 100% Personalized Graduation Plan (PGP) completion of Grades 8-11</p> <p>Staff Responsible for Monitoring: Royer (Lead), Secondary Counselors, CCMR Advisors, and GEAR UP</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: Communicate and invite collaborative input in decision making

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase stakeholder engagement via communication tools as part of the district's comprehensive communication plan.</p> <p>Strategy's Expected Result/Impact: Increase LISD Facebook followers by 10% from August 2021 - June 2021. Increase Twitter followers by 10% from August 2021 - June 2021. Increase Instagram followers from 0 to 700 by June 2021.</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Communication and Community Services and the Communication Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Superintendent and Board President will hold at least 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: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a staff engagement survey to be given in January of 2022 to identify areas of concern by district employees. Highlight any internal areas of concern/improvement, therefore, impacting staff retention and morale.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: To determine the satisfaction of new employees the human resources department will survey these employees on October 20, 2021, and February 2, 2021.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
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: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Lockhart ISD will implement the communication tool ParentSquare which will allow for communication in multiple languages and the use of text messaging to parents</p> <p>Strategy's Expected Result/Impact: By increasing communication with parents, student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Maintenance and Operations, Executive Director of Communication and Community Services, Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Lockhart ISD's emergency operations plan will be fully implemented and all students and staff will be trained and drill on the district's standard response protocol by implementing and utilizing the RAPTOR Emergency Management Software.</p> <p>Strategy's Expected Result/Impact: All students and staff will be able to respond appropriately in all drills and unplanned emergency situations. Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and student attendance to 95%.</p> <p>Staff Responsible for Monitoring: Coordinator for Safety and Security, Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The District Safety Task Force committee will hold at a minimum 3 meetings per year to continuously evaluate and update the district's emergency operations plan and assist the district in response to emergency situations.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and increase student attendance to 95%.</p> <p>Staff Responsible for Monitoring: Coordinator for Safety and Security, Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Lockhart High School and Lockhart Junior High School will each have been assigned 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 to 95% at both Lockhart High School and Lockhart Junior High School for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Campus Administrators, Lockhart Police Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide students with appropriate programming in the areas of suicide prevention, conflict resolution, and violence prevention through class meetings, counselor facilitated lessons, and group sessions.</p> <p>Strategy's Expected Result/Impact: "By increasing overall support for the emotional well being of students, student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math." "</p> <p>Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: All elementary campuses, Lockhart Junior High School, and Lockhart High School will implement the 7 mindsets curriculum to support the SEL needs of students in Lockhart ISD</p> <p>Strategy's Expected Result/Impact: "By increasing overall support for the emotional well being of students, student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math. "</p> <p>Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester for all K-12 grade students in Lockhart ISD.</p> <p>Strategy's Expected Result/Impact: "By increasing overall support for the emotional well being of students, student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math. "</p> <p>Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Lockhart ISD will post and implement the appropriate policies addressing child abuse, neglect, and sexual abuse of children.</p> <p>Strategy's Expected Result/Impact: By protecting the students we serve student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: "Lockhart ISD will provide training that is developmentally appropriate for 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 education, internet safety, dating violence, and overall social/emotional well-being. "</p> <p>Strategy's Expected Result/Impact: Improved communication and culture will allow for student attendance to increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math.</p> <p>Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Identify, investigate, and take appropriate actions towards students who are chronically absent.</p> <p>Strategy's Expected Result/Impact: By decreasing chronic absenteeism student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math.</p> <p>Staff Responsible for Monitoring: Campus administrators, attendance clerks, truancy specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Increase parent engagement via campus parent liaisons at Strawn Elementary and Lockhart Junior High School.</p> <p>Strategy's Expected Result/Impact: "Number of campus parent events coordinated by parent liaison (5 events per liaison or 10 events total) Number of parent referrals to community resources or services by parent liaisons (200 total between the two liaisons) The number of encounters with parents during the project year, including phone calls, in-person meetings, Zoom conversations, home visits, emails, invitations to training or events, attendance at training or events (1,000) "</p> <p>Staff Responsible for Monitoring: Executive Director of Communications and Community Services and Campus Parent Liaisons</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Lockhart ISD will recruit, hire, develop and retain highly qualified staff to positively impact student academic performance

Strategy 1 Details	Reviews			
<p>Strategy 1: All positions will be paid at or above market based on the annual TASB pay study. Strategy's Expected Result/Impact: Increase the applicant pool of highly qualified candidates in Lockhart ISD. 100% fill rate of all teaching positions for the start of the 2022-2023 school year Staff Responsible for Monitoring: Chief financial officer, Deputy Superintendent, Human Resources Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase opportunities for university students with education majors to participate in year-long internships, instructional blocks, and paid student teaching opportunities. Strategy's Expected Result/Impact: Increase the applicant pool of highly qualified candidates in Lockhart ISD. 100% fill rate of all teaching positions for the start of the 2022-2023 school year. Staff Responsible for Monitoring: Human Resources Director, Deputy Superintendent, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recruitment efforts of new employees via job fairs, marketing materials, social media, partnerships with local universities, providing incentives for employees who refer highly qualified candidates who are then hired. Strategy's Expected Result/Impact: Increase the applicant pool of highly qualified candidates in Lockhart ISD. 100% fill rate of all teaching positions for the start of the 2022-2023 school year. Staff Responsible for Monitoring: Human Resources Director, Executive Director of Communication and Community Services, Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Expanding recruitment efforts to target Universities that will broaden and deepen our applicant pool in an effort to work towards increased representation reflecting the students in Lockhart ISD. Strategy's Expected Result/Impact: Increased acquisition and retention of an ethnically diverse and linguistically diverse staff. Staff Responsible for Monitoring: Human Resources Director, Deputy Superintendent, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the active substitute pool from 75 to 150 employees by expanding recruitment efforts by passing out flyers at student events, social media, Indeed, and other job site postings, and increase pay for specifically targeted days.</p> <p>Strategy's Expected Result/Impact: Increase the average daily fill rate of requested substitute positions to 80%</p> <p>Staff Responsible for Monitoring: Human Resources Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.


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


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide state-required training to all qualified personnel to serve students in the Gifted and Talented program.</p> <p>Strategy's Expected Result/Impact: All teachers, administrators, and counselors who serve students in the Gifted and Talented program will complete the required 30-hour foundational GT training and the 6-hour required to update training.</p> <p>Staff Responsible for Monitoring: GT-Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement training and monitoring procedures for Xello to improve Classroom Community</p> <p>Strategy's Expected Result/Impact: 100% completion of 8th-grade course planner submissions</p> <p>Staff Responsible for Monitoring: CTE/Accountability Coordinator, (Lead)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue with a new to the profession induction program that is supported by both the district and campus administration to increase the effectiveness of first-year teachers.</p> <p>Strategy's Expected Result/Impact: Close the gap on student's academic achievement of new to the profession teachers compared to veteran teachers.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Director of Education, Data Assessment</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement year one of the ESL Academy for ELAR/Math and Science content areas. The training will support ESL instruction in the classroom, as well as provide strategies for teachers to be successful on the ESL certification exam.</p> <p>Strategy's Expected Result/Impact: 80% of ESL classroom teachers that are teaching the core contents will be ESL certified by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Director, of Bilingual/ESL (Lead), Bilingual/ESL Instructional Coach (L.Jones)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement year one of the LISD Instructional Leadership Academy to increase instructional leader capacity.</p> <p>Strategy's Expected Result/Impact: 90% of participants will report that ILA supported their leadership</p>	Formative			Summative
	Nov	Jan	Mar	June

growth.

Staff Responsible for Monitoring: Stephaine Camarillo (Lead), Faith Pope, Cynthia Vasquez, Todd McBride, Melissa Corona, Melissa Royer

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: By the end of the 2021-2022 school year all staff will be able to self-connect to and apply the behaviors that reflect our district values.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will launch a communication campaign to deepen the understanding of district values that enables staff to self-connect to and apply behaviors that reflect our district values.</p> <p>Strategy's Expected Result/Impact: At the end of the year surveyed staff would indicate that they are able to self-connect and apply the behaviors that reflect our district values.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 4: High Potentials-TBD at the monthly Leadership meeting on September 29th.

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 5: Onboarding-TBD at the monthly Leadership meeting on September 29th.

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 6: Cultivating Talent/Role Clarity-TBD at the monthly Leadership meeting on September 29th.

Addendums

Lockhart Independent School District
Alma Brewer Strawn Elementary
2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Perceptions	3
Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	4
Goals	6
Goal 1: Students in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than one year of academic growth.	7
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	11
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	12
Title I Schoolwide Elements	14
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	15
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	15
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	15
3.1: Develop and distribute Parent and Family Engagement Policy	15
3.2: Offer flexible number of parent involvement meetings	15
Campus Funding Summary	15
Addendums	16

Comprehensive Needs Assessment

Perceptions

Perceptions Summary

Professional Learning Community / Lesson Plan Reviews

ABS Elementary works as a professional learning community to best plan for student learning. Each grade level works as a professional learning community to discuss what we want students to learn, how students will learn, and how we will know students have learned it. Additionally, teachers discuss how to respond when students have not mastered and mastered the learning targets. PLCs review curriculum documents and data to help plan for student learning. LPRs will concentrate on coaching and collaborating to improve the planning and implementation of learning strategies.

Family Home Connection

ABS Elementary teachers and staff value our school community. We work hard at building relationships with students and families. We understand that our students each have their own story and we work at honoring these stories. We believe our students bring assets from home to the learning experience including linguistic, familial, and communal strengths. We work at being trauma informed and understand that our students also come from homes with distinct situations. We understand that our students and their families may have economic challenges. However, we believe in supporting them with a strengths based approach. We work hard at challenging deficit thinking. We communicate with student's families via teacher newsletters and technology programs such as Dojo and Seesaw. We host parent events and parent conferences. We invite parents to problem solving meetings through our student support team meetings and discuss response to intervention strategies. We create action plans for individuals in crisis situations.

Perceptions Strengths

A. B. Strawn identifies the following perceptions strengths:

1. Our work is student centered. We do what we do for and because of students.
2. We believe in the power of we as we work as teams in professional learning communities.
3. We have a familial lens to our school community. We are family and we respect the families in our community.
4. We respond to our students needs and are responsive to student crisis situations.
5. We have a strengths-based lens and believe that students' stories should be honored.
6. We build relationships with students', families, and each other.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals





Goal 1: Students in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than one year of academic growth.

Performance Objective 1: During the 2021-2022 school year, 80% of students in grades K-8 will make 1.5 years growth progress in reading.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide guided reading instruction to students on at least four times a week using leveled books.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will be at proficient or above in implementing guided reading practices. This will be monitored through walkthrough campus data.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Grijalva (Lead) Assistant Principal, Joanna Villarreal RTI Teacher, Arizbeth Ramirez Sanchez Lead teachers 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>Funding Sources: Guided Reading Questioning Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet during Professional Learning Communities (PLCs) and Lesson Plan Reviews (LPRs) to discuss instructional methods that will address student progress and goals.</p> <p>Strategy's Expected Result/Impact: Principal will monitor and provide feedback on weekly lesson plans. Administrators will conduct walkthroughs to monitor implementation and progress. Teachers will collect student evidence to show student progress and presented the evidence in PLCs and discussed through Lesson Plan Reviews. This data will be collected in a google folder to support their progress.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Grijalva (Lead) Assistant Principal, Joanna Villarreal RTI Teacher, Arizbeth Ramirez Sanchez K-5 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>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to implement the Fundamental Five instructional framework that will set the expectation for core instructional practices in reading.</p> <p>Strategy's Expected Result/Impact: Fundamental 5 walkthrough data at the campus level will meet proficiency levels or above for all strategies by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva (Lead), Assistant Principal, Joanna Villarreal</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students who are 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>Strategy's Expected Result/Impact: Students will make progress in checkpoints and student learning programs. RTI committee will meet every 4-6 weeks to discuss student progress and make necessary adjustments to address student progress.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Joanna Villarreal, RTI Specialist, Arizbeth Ramirez Sanchez, Interventionist, Dual Language Inst. Coach, 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Flexible learning paths (sentence stems, flexible grouping, and visual word walls) will be implemented in all content areas during the 2021-22 school year.</p> <p>Strategy's Expected Result/Impact: 80% of teachers will be at proficient or above in implementing the flexible learning paths. This will be monitored through walkthrough campus data.</p> <p>Staff Responsible for Monitoring: Principal - Benjamin Grijalva, Asst. Principal - Joanna Villarreal, RTI Specialist - Arizbeth Ramirez Sanchez, Interventionist, K-5 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Flexible Learning Paths for differentiation (sentence stems, flexible group, visuals) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers during reading.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will be at proficient or above in implementing the flexible learning paths. This will be monitored through walkthrough campus data.</p> <p>Staff Responsible for Monitoring: Principal - Benjamin Grijalva Asst. Principal - Joanna Villarreal RTI Specialist - Arizbeth Ramirez Sanchez Interventionist K-5 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 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Students in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than one year of academic growth.

Performance Objective 2: During the 2021-2022 school year, 80% of students in grades K-5 will make 1.5 years growth progress in math.





Strategy 1 Details	Reviews			
<p>Strategy 1: 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 (virtually or in person).</p> <p>Strategy's Expected Result/Impact: Parents will be informed of a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the math nights were a positive experience.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers 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>Funding Sources: Manipulatives and Food - 211 - Title I-A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue to implement the Fundamental Five instructional framework that will set the expectation for core instructional practices in math.</p> <p>Strategy's Expected Result/Impact: Fundamental 5 walkthrough data at the campus level will meet proficiency levels or above for all strategies by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva (Lead), Assistant Principal, Joanna Villarreal</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 lessons.</p> <p>Administration will monitor student usage weekly.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers K-5 classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Flexible Learning Paths for differentiation (sentence stems, flexible group, visuals) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers during math.</p> <p>Strategy's Expected Result/Impact: Special Education teachers will be at proficient or above in implementing the flexible learning paths. This will be monitored through walkthrough campus data.</p> <p>Staff Responsible for Monitoring: Principal - Benjamin Grijalva Asst. Principal - Joanna Villarreal RTI Specialist - Arizbeth Ramirez Sanchez Interventionist K-5 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 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: To proactively address the social and emotional needs of students at ABS, the campus counselor and teachers will facilitate Social Emotional Skills lessons.

Evaluation Data Sources: Decrease of student disciplinary referrals
 7 Mindsets lesson plan teacher report
 Bi-weekly SEL lessons plans from counselor





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement weekly 7 Mindset lessons addressing social emotional skills.</p> <p>Strategy's Expected Result/Impact: Generate 7 Mindset teacher report indicating the progress and monitoring of lessons implemented. Decrease in student discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Counselor, Maria Tamez Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student attendance will increase between 2-5% points every month and meet the districts goal of 97% attendance by the end of the year.</p> <p>Strategy's Expected Result/Impact: Attendance report</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Counselor, Maria Tamez PEIMS - Luis Martinez Classroom Teachers Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: ABS will build teacher capacity by embracing leadership opportunities for all staff.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Joanna Villarreal</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual teachers will participate in 90% of the Dual Language professional development opportunities.</p> <p>Strategy's Expected Result/Impact: Eduphoria PD reporting, teacher surveys, training certificates</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Bilingual teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Attend training opportunities outside the district - 263 - Title III - \$10,000, Professional Development Books, Resources and - 263 - Title III - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: K-3 bilingual teachers will follow the Dual Language Time and Treatment schedules (based on language of instruction) at proficient or above by the end of the year.</p> <p>Strategy's Expected Result/Impact: Teacher walkthrough data, teacher survey, and coaching referrals/opportunities</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Bilingual Coach, Guadalupe Duran</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: New special education teachers will receive training on developing IEP goals, modeling on how to facilitate an ARD, and entering student information in ESped program.</p> <p>Strategy's Expected Result/Impact: Eduphoria PD report, training agendas, teacher survey</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Special Ed. Director - Melissa Corona Special Ed. Mentors - Amber Shaw Special Ed. teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: ABS teachers will help identify and subsequently increase the number of emerging bilingual students who can participate in the TAG program.</p> <p>Strategy's Expected Result/Impact: Attend TAG training sessions for identifying students, increase certified TAG certifications</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Coordinator of Special Programs - Beth Henrichs TAG Teacher - Sheila Mulbry</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Strawn Elementary will continue to host a number of parent, family, and community engagement events. These events will focus on developing a framework where parents are provided the opportunity to provide feedback, get informed on student progress, bilingual programing, and ways to support their students at home.

3.2: Offer flexible number of parent involvement meetings

The following events will be promoted through ABS Community Engagement Series. All events/sessions will be offered in both Spanish and English.

August - Information sessions (in person and virtual) addressing the changes to the bilingual program model from Transitional Late Exit to One-way Dual Language

September 2 - Coffee with the Principal

September 16 - Literacy Night

September 21 - Open House

October - Coffee with the Principal

January - March - El progreso de mi hij@ / My child's progress: Parents will get to learn and monitor their child's progress based on key data points

January - May - Literacy and Math night event

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Questioning Resources		\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Manipulatives and Food		\$500.00
Sub-Total					\$500.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Attend training opportunities outside the district		\$10,000.00
3	1	2	Professional Development Books, Resources and		\$3,000.00
Sub-Total					\$13,000.00
Grand Total					\$13,500.00

Addendums

Lockhart Independent School District
Bluebonnet Elementary
2021-2022 Campus Improvement Plan

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

Bluebonnet Elementary empowers all of our students to embrace learning, achieve at high levels, and build their social-emotional and physical well being.

Value Statement

The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.	16
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	23
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	29
2021-2022 Campus Site-Based Committee	31
Campus Funding Summary	32
Addendums	33

Comprehensive Needs Assessment

Needs Assessment Overview

Bluebonnet Leadership team met on July 15, 2021 to discuss and identify areas of improvement as stated in the Effective Schools Framework. Our identified areas of focus are as follows:

Essential Action 5.3: Data-driven instruction

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations

We recognized last year that we needed to develop stronger data driven practices on our campus. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.

Considering that strong lesson planning is a critical component of data driven instruction, we need to develop stronger systems for instructional feedback on lessons and planning. Our campus does a great job at setting high expectations and talking about campus goals which are aligned to district goals of 1.5. We are not as effective with our campus vision for our staff and students. We need to do a better job of making that a focus of what drives us each day.

Demographics

Demographics Summary

Bluebonnet Elementary School is a 17 year old Title I campus in Lockhart ISD. We have seen an enrollment increase over the last five years. We currently serve 551 students. We enroll kindergarten through fifth grade students. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students. Student enrollment information comes from current information beginning, August 2021.

White population= 17%

African American population= 2%

ELL population= 23%

Special Education= 14%

Low SES= 72%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Student Learning

Student Learning Summary

Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data. Overall grades for schools are calculated based on performance in three key areas, or domains. We take the higher score between how much students know and can do (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

Student achievement score= 58

School progress score= 72

Closing the gaps score= 66

This design reflects a commitment to recognizing high student achievement and the impact of highly effective educators while maintaining focus on the students most in need. Ratings options for the overall score out of 100 are:

Met Standard: 60–100
Improvement Required: 0–59

These scores result in Bluebonnet Elementary receiving a 2019 Texas Accountability A-F Rating of a D, with a score of 59 out of 100. Bluebonnet is identified as a Targeted Support Campus.

On the 2020 STAAR (was not counted towards state accountability) , the following scores for all grades show the percentages of achievement at each level:

Math

3rd grade- 56% approaches, 26% Meets, 9% masters

4th grade- 56% approaches, 27% Meets, 12% masters

5th grade- 68% approaches, 45% Meets, 23% masters

Reading

3rd grade- 59% approaches, 32% Meets, 12% masters

4th grade- 51% approaches, 29% Meets, 9% masters

5th grade- 67% approaches, 36% Meets, 23% masters

Student Learning Strengths

Bluebonnet has a population of hard working, eager to learn students. This is evident in classrooms and through observations of student engagement. The campus is proud of many different student achievement strengths, including:

STAAR Performance Domain 2- Student Progress achieved at 72% The campus exceeded a 20% goal increase of 1.5 year of growth in Reading. 2017 reading at 37%, 2018 reading was 56%. 2019 reading was 60%. In 2020 according to Istation reading data 76% of our students met 1.5 years of growth in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 2 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 3 (Prioritized): Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 4: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instruction focus at Bluebonnet Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings and PLC's to collaborate and to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements which is reflected in Fundamental 5 instructional foundations.

Bluebonnet Elementary is committed to support the whole child by providing social/emotional curriculum to increase student academic achievement and self confidence. Our new 7 Mindsets curriculum which addresses the social emotional needs is provided every Monday morning and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading to support individualized learning and to provide data to impact small group instruction and help plan for intervention times for all grade levels.

District checkpoints will be given every 3 weeks and will be able to provide the teachers and campus data to track student growth. Monitoring conferences will be held every 6 weeks with administration and RTI lead teacher to measure growth for each student.

The culture and climate of Bluebonnet Elementary is one where teachers feel trust, confidence and feel supported by their teams and administration.

School Processes & Programs Strengths

Bluebonnet Elementary strengths:

1. Teachers focused on using guided math stations for math instruction which resulted in an increase of overall math achievement.
2. Progress Monitoring Conferences encouraged collaboration between administration and teacher to guide how to use the data to drive lesson planning.
3. The master schedule and calendar maximized the amount of time spent on instruction.
4. Administering/Monitoring Istation for all students K-5 for Reading.
5. Administering/Monitoring Dreambox for all students K-5 for Math.
6. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More students at Bluebonnet Elementary with high social/emotional needs identified.

Problem Statement 2: All classrooms at Bluebonnet Elementary are self contained.

Problem Statement 3 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 4 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5 (Prioritized): Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 6 (Prioritized): Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 7: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Perceptions

Perceptions Summary

The Bluebonnet Staff has worked diligently throughout the summer to provide a smooth beginning of the year for our new students as well as our returning students. We strive to build positive relationships with the students and parents of our students. Bluebonnet has worked very hard to create a learning environment that includes family, students, and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, principal smores newsletter weekly through Remind, Parent Square and tweeting important events on our Bluebonnet Twitter page. We make every effort to communicate in both languages. Our registered Texas PTA supports events at school and after school.

Bluebonnet has implemented two new committees, IMPACT (implementing mindsets, pushing academics, celebrating talents) committee, and Builders committee, to meet monthly on Positive Behavior Interventions and Support (PBIS) tracking data based on behavior, school wide expectations, ways to be a positive influence at school, and in the community. This helps each student learn in an environment that is physically and emotionally safe for students and adults.

Perceptions Strengths

Bluebonnet Strengths include:

- Increased parent communication in both English and Spanish through weekly smores newsletters, Parent Square email, and dojo with teachers.
- A variety of family events including Veteran's Day Celebration, Math, Science, and literacy night. Science Fair, Dia de los Muertos, Musicals, Fall Festival, Parent Involvement Day events, and End of Year Award's Ceremony.
- 4th and 5th grade Choir represents our school by participating in Dickens on the Square and earning a superior rating 1 in their first ever Pride of Texas Music Festival
- NEHS and Student Council support monthly community service projects
- Administrator hosts coffee events and welcomes parent input and questions
- Recognition every morning with student pledge leaders and birthday announcements. Shout outs for 7 mindsets weekly.
- Bully intervention lesson conducted with counselor.
- Red Ribbon week participation
- Brag tags for each student to wear on Fridays
- 7 mindsets bracelets as goals are reached
- Principal Pride award at the end of the year

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. **Root Cause:** Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 2: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were only used as a professional development time and not clear on objectives and norms not set.

Problem Statement 3 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 4 (Prioritized): Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5 (Prioritized): Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 6 (Prioritized): Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 7: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Priority Problem Statements

Problem Statement 1: Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff.

Root Cause 1: Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math.

Root Cause 2: Our campus will focus on closing the gaps with our special population students.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math.

Root Cause 3: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff.

Root Cause 4: No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Parent and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 5: Little opportunities for team planning and PLC time during the day.

Root Cause 5: PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: During the 2021-2022 school year, 80 % K-5 students will make 1.5 years of growth progress in READING





Targeted or ESF High Priority

- Evaluation Data Sources:** Istation Student Summary Reports
 Skill growth Report
 AR
 CBA's
 STAAR
 running records
 Guided reading anecdotal notes
 Guided Reading running records
 Amplify
 Sentence Stems
 Fundamental 5 Instructional strategies
 Evidence of Learning

Strategy 1 Details	Reviews			
Strategy 1: Differentiated Instruction (sentence stems) during Reading instruction Staff Responsible for Monitoring: Principal, Belinda Vasquez Assistant Principal, Monica Saldivar Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students and teachers will actively participate in school wide DEAR time to increase student reading progress and attain goals in Accelerated Reader. Strategy's Expected Result/Impact: 80% of students will make progress towards their individual student goals in Accelerated Reader. Staff Responsible for Monitoring: Will be monitored by librarian, principal and assistant principal 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 Funding Sources: literacy books for Parents - 211 - Title I-A	Formative			Summative
	Nov	Jan	Mar	June

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. Student growth data will be monitored and collaborate on ways to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Administration will monitor weekly by being in attendance for each PLC and will see intentional focus strategies following PLC's through daily walk throughs that are scheduled by teacher.</p> <p>Staff Responsible for Monitoring: Teacher Lead/facilitator for each PLC, team will include all teachers and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will engage in Frequent small group purposeful talk in flexible learning paths to exit with critical writing.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, usage of frequent small group purposeful talk, will reach a goal of 40% usage and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.</p> <p>Staff Responsible for Monitoring: Administration and all team leads will monitor daily using power walks.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Bluebonnet will provide accelerated learning tutoring to all students in 4th and 5th grade who did not approach or did not take the STAAR test in 2021.</p> <p>Strategy's Expected Result/Impact: 80% of students in AL will show academic growth in one year</p> <p>Staff Responsible for Monitoring: RTI teachers Intervention teacher Grade level teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: By the end of the year, our special education students will be able to identify grade level sight words (FRY Words) with increasing accuracy to help in reading comprehension. (campus problem of practice)</p> <p>Strategy's Expected Result/Impact: Kinder-100 words 1st-100 words 2nd- 200 words 3rd-300 words 4th-400 words 5th-500 words</p> <p>Staff Responsible for Monitoring: teachers, special education teachers POP team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 2 - Student Learning 1 - School Processes & Programs 3 - Perceptions 3 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 3 - Technology 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>
Student Learning
<p>Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>
<p>Problem Statement 2: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p>
School Processes & Programs
<p>Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>

School Processes & Programs

Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Perceptions

Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 2: During the 2021-2022 school year, 75 % of K-5 students will make 1.5 years of growth progress in MATH





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Dreambox
 Renaissance Learning
 Reflex
 CBA's
 Evidence of Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use differentiated Instruction (flexible learning paths) daily</p> <p>Strategy's Expected Result/Impact: Students will have skill based instruction to meet their individual learning needs. concrete math will better prepare students for abstract math. Increase in math achievement data 75% of students will make 1.5 years of growth</p> <p>Staff Responsible for Monitoring: teachers, interventionist, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in 5 lessons a week in Dreambox (skills based) k-1</p> <p>Strategy's Expected Result/Impact: students will engage in math daily with more confidence and at their individual level increasing math growth for every student.</p> <p>Staff Responsible for Monitoring: Interventionist/RTI and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage in Frequent small group purposeful talk in flexible learning paths to exit with critical writing.</p> <p>Strategy's Expected Result/Impact: Students will have peer to peer learning and be comfortable with taking risks. Students will have more individualized instruction to achieve 1.5 years of growth in Math.</p> <p>Staff Responsible for Monitoring: teachers, interventionist, Math RTI teacher, admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Bluebonnet will provide accelerated learning tutoring to all students in 4th and 5th grade who did not approach or did not take the STAAR test in 2021.</p> <p>Strategy's Expected Result/Impact: 75% of students in AL will show academic growth in one year</p> <p>Staff Responsible for Monitoring: RTI teachers Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers in k-5 will have a place value, word problem, and teacher based station during math block. Teacher station will include math manipulatives for all students.</p> <p>Strategy's Expected Result/Impact: Increased understanding of concrete math before abstract thinking.</p> <p>Staff Responsible for Monitoring: teachers Kati Harber RTI</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>
Student Learning
<p>Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>
<p>Problem Statement 2: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p>
School Processes & Programs
<p>Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: Our campus will focus on closing the gaps with our special population students.</p>
<p>Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p>

Perceptions

Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.





Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: Bluebonnet will increase parent engagement this year by reaching a goal of 50 members in PTA, and parent family attendance at all school events.

Targeted or ESF High Priority

Evaluation Data Sources: Sign in Sheets
RSVP's

Strategy 1 Details	Reviews			
<p>Strategy 1: Bluebonnet will provide child care for parents to be able to attend family events. Strategy's Expected Result/Impact: Child care will increase more parent involvement. Staff Responsible for Monitoring: All classroom teachers will monitor. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bluebonnet will provide at least two dinners for our family engagement events. Strategy's Expected Result/Impact: Providing dinner and snacks will increase more parent involvement. Staff Responsible for Monitoring: Administration/ teacher leads Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 1, 5 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. Root Cause: No consistent meeting times and schedule for the committee to plan and organize.</p>

Perceptions

Problem Statement 1: Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. **Root Cause:** Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.





Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: Bluebonnet will provide Violence and Health education through 7 Mindsets.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student surveys
 Student observation and counselor check ins
 7 Mindsets written and recorded reflections

Strategy 1 Details	Reviews			
<p>Strategy 1: Bluebonnet will provide violence prevention and education through Mindset Mondays. Strategy's Expected Result/Impact: students will learn about their social emotional well being Staff Responsible for Monitoring: teachers Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Connect high school to career and college, 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 - Comprehensive Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor Guidance lessons monthly with a focus on self awareness, problem solving, and social interaction Strategy's Expected Result/Impact: Students will feel connected to an adult on campus and know how to talk through emotions with words. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, 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 - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Perceptions

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.





Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 3: Bluebonnet will increase student attendance. Attendance goal is 97%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ADA reports
Teacher attendance tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Student attendance will be rewarded individually, and by class and grade level each month!</p> <p>Strategy's Expected Result/Impact: Students who come to school everyday will show an increase in academic goals.</p> <p>Staff Responsible for Monitoring: teachers, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - 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 - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bluebonnet will incorporate fun learning days on Mondays and Fridays.</p> <p>Strategy's Expected Result/Impact: student's will have a fear of missing out on academics and mindset activities weekly.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 2, 3 - Student Learning 1 - School Culture and Climate 1 - School Processes & Programs 3, 5 - Perceptions 3, 5 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1, 3 - Technology 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Student Learning

Problem Statement 1: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 2: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

School Processes & Programs

Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Perceptions

Problem Statement 3: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our data, special education students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special population students.

Problem Statement 4: Due to the unsuccessful academic year and it's STAAR data from 2020-2021, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Bluebonnet will increase teacher retention by 15% for the 2021-2022 school year.





Targeted or ESF High Priority

Evaluation Data Sources: teacher surveys

Teacher feedback

collaborative leadership

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus admin will host monthly support meetings to check in and survey teachers on how they are doing and how we can better support them.</p> <p>Strategy's Expected Result/Impact: teachers will have a collective voice Teachers will feel heard and supported</p> <p>Staff Responsible for Monitoring: admin teachers team builders (leaders)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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 - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will set performance goals and work with instructional leadership in a coaching cycle together to improve in any area a teacher identifies.</p> <p>Strategy's Expected Result/Impact: Teachers will have a set goal and work toward goal attainment to feel successful</p> <p>Staff Responsible for Monitoring: teachers admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teacher shout outs weekly to recognize each other and be specific on actions witnessed. Strategy's Expected Result/Impact: teachers will participate in a positive culture collective voice peer to peer team building Staff Responsible for Monitoring: teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Bluebonnet will work with Tx State US prep Grant to help teachers and future teachers work successfully in public education.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Bluebonnet will implement a campus wide Distributive leadership playbook	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. Root Cause: No consistent meeting times and schedule for the committee to plan and organize.
Perceptions
Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. Root Cause: No consistent meeting times and schedule for the committee to plan and organize.

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Belinda Vasquez	Principal
District-level Professional	Juan Orozco	Director of Digital Learning
Administrator	Monica Saldivar	Assistant Principal
Parent	Nadia Garcia	Parent
Non-classroom Professional	Christie Contreras	Counselor
Business Representative	Marissa Mendez	Business Rep
Community Representative	Jessica Cruz	Community Member
Classroom Teacher	Terry Armstrong	Teacher - Students with disabilities
Classroom Teacher	Katlin Stephens	RTI Teacher
Community Representative	Lori Jones	Community Member
Classroom Teacher	Kristian Espino	Teacher
Paraprofessional	Ashley Brito	Instructional aide
Classroom Teacher	Jodi Gilbert	Teacher
Classroom Teacher	Roy Ruis	Teacher
Parent	Kelley Senter	Parent
Librarian	Aubrey Simons	Librarian

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	literacy books for Parents		\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Lockhart Independent School District
George W.Carver Early Education Center
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

-

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

Table of Contents

Goals	4
Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading	4
Goal 2: The students and staff at Carver will demonstrate a LockHeart for people as they build relational capacity for all stakeholders.	6
Goal 3: The students and staff at Carver will Unlock the Potential so that they develop and empower self and others.	7
Addendums	9





Goals

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading

Performance Objective 1: Performance Objective 1: During the 2021-2022 school year, 80 % of PRE-K students at Carver will make 1.5 years of growth progress in reading.

Evaluation Data Sources: ISIP READING





Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate differentiated instruction through flexible grouping. Utilize sentence stems to help with speaking, writing, and comprehension.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 80% of students will name at least 20 upper and at least 20 lower case letters based on RSK.</p> <p>Staff Responsible for Monitoring: PRINCIPAL, AND TEACHER</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Students will reach "Set" or "Beyond" 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: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented correctly.</p> <p>Strategy's Expected Result/Impact: Teachers are meeting the goals set for the campus for the five instructional strategies for Fundamental 5.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff development to all content teachers on Frogstreet'Provide staff development to all content teachers on.</p> <p>Strategy's Expected Result/Impact: The program will be implemented with fidelity. As a result, students' academic success will increase.</p> <p>Staff Responsible for Monitoring: C& I Team, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development to teachers on differentiated instruction, flexible grouping, and sentence stems.</p> <p>Strategy's Expected Result/Impact: The number of students demonstrating growth in reading and math will increase.</p> <p>Staff Responsible for Monitoring: Principal and C& I Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading

Performance Objective 2: During the 2021-2022 school year, 90 % of PRE-K, students at Carver will reach at least the "Set" standard in RSK math.





Evaluation Data Sources: READY SET K MATH

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate differentiated instruction through flexible grouping. Utilize sentence stems to help with understanding the content. Strategy's Expected Result/Impact: Students will master the RSK math skills by meeting at least the "Set" standard. Staff Responsible for Monitoring: Teacher, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-K students will be assessed once per nine weeks using the Ready Set K skills for math. Strategy's Expected Result/Impact: By the end of the 36 weeks, 90% of students will reach "Set" or beyond on the skills assessed in RSK. Staff Responsible for Monitoring: Teacher and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented correctly. Strategy's Expected Result/Impact: Teachers are meeting the goals set for the campus for the five instructional strategies for Fundamental 5. Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students are assessed at the six weeks and nine weeks grading periods over the five math skills in RSK. Strategy's Expected Result/Impact: Student's skills in math increase. Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff at Carver will demonstrate a LockHeart for people as they build relational capacity for all stakeholders.

Performance Objective 1: All stakeholders will be provided equitable access and inclusion of the school community.





Evaluation Data Sources: Surveys, sign-n sheets, funding, and programming.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for families to be involved in the school community both face to face & virtually. Strategy's Expected Result/Impact: Build positive relationships where parents feel that they belong and that they are part of the decisions that impact their children. Staff Responsible for Monitoring: Principal, Teachers, and Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized monthly for exceptional attendance. Strategy's Expected Result/Impact: ADA will reach at least 95%. Staff Responsible for Monitoring: Principal, Teacher, and Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: On-going opportunities will be provided to address fitness, self-care, and to support the social-emotional needs of students and staff. Strategy's Expected Result/Impact: Increase in student attendance rate >95%. Healthy fitness activities will be provided to staff to maintain balance and reduce stress which will increase staff retention rate >90%. Staff Responsible for Monitoring: Hospitality Committee, PE Teacher, Nurse, Lead Teachers, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Recognize staff who demonstrates any of the district's core values. Strategy's Expected Result/Impact: Increase staff retention rate, and improve school climate and morale. Staff Responsible for Monitoring: Principal, and staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff at Carver will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: During the 2021-2022 school year, all domains of Conscious Discipline are implemented in the classroom.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive professional development on Conscious Discipline and Resiliency Training during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Students and staff will know how to control their emotions in positive ways that will create a positive culture.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, and students</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During walk-throughs the appraiser will be intentional in looking for examples of the use of Conscious Discipline being used in the classroom.</p> <p>Strategy's Expected Result/Impact: Create a positive school climate that will lead to increased teaching time that leads to academic success, and a decrease in behavioral issues.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Systematically address the social-emotional needs of students by teaching and modeling in a way that is intrinsic to govern the school environment.</p> <p>Strategy's Expected Result/Impact: To create an inclusive, compassionate, helpful, and bully-free learning environment.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Connect with families by creating learning opportunities where teachers, parents, and administrators can work together to teach children impulse control, willingness to learn, and how to handle stress in meaningful ways.</p> <p>Strategy's Expected Result/Impact: Creating an environment of caring, encouragement, and meaningful contributions.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will receive a minimum of two coaching cycles and one T-TESS evaluation to support teacher instructional growth.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will score proficient or above in all Fundamental 5 categories.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers will have the opportunity to observe at least one teacher teach a lesson during the 2021-2022 school year. Strategy's Expected Result/Impact: Increase teacher support, and learning opportunities. Staff Responsible for Monitoring: Principal, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums

Lockhart Independent School District
Clear Fork Elementary
2021-2022 Campus Improvement Plan

Mission Statement

We will ensure all member of our school community grow "roots and wings".

"The greatest gifts you can give your children are the roots of responsibility and the wings of independence." Denis Waitley

Vision

As part of Lockhart ISD, Clear Fork Elementary shares our district values which are anchored by three core beliefs.

1. We have a LockHeart for People. We know that when we take care of the people we serve, they are better able to take care of business.
2. We are Locked on Excellence. This means we hold high expectations for ourselves and others in the relentless pursuit of excellent results.
3. We are UnLocking Potential to develop ourselves and others, growing to our fullest potential.

We are a people-focused culture committed to building a legacy of excellence. This is who we are. This is #LockhartLeading.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.	16
Goal 2: Goal 2: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in math.	20
Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	24
Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	27
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Fork Elementary is a seventy-year-old, Kindergarten-5th grade Title 1 campus in Lockhart ISD. We are a neighborhood school with deep ties to the community.

The current enrollment of 484 students is steadily increasing. Our Hispanic student group has shown the greatest increase in enrollment.

The campus has four student groups:

- 66% are Hispanic
- 31 % are White,
- 1 % are Black
- 2% are Multi-Race

Clear Fork Elementary's student groups include:

- 20 Emergent Bilingual/English Learners (ELs)
- 26 students receive support from Gifted and Talented services
- 121 students receive support from Special Education services
- 66 % are economically disadvantaged

Approximately 2/3 of the students reside within the city limits and 1/3 of students live in Maxwell and the surrounding areas.

- 8 out of 38 students who receive support from our Foundational Learning classes reside in Luling or Prairie Lea. They are part of the Caldwell County Special Education Cooperative. This is a 21% decrease from the 21-22 school year.

Demographics Strengths

Clear Fork Elementary has many strengths. Some of the most notable demographics include:

- Clear Fork Elementary is proud of the long legacy of excellence and deep roots with the community.
- Families move into our area just for our school. Clear Fork is also attracting students from charter and private schools.
- Because our families value education, we have many supportive parents and students who are committed to success.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 3 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork strives to create inclusive clubs such as robotics, running, dance, choir, chess and many more. Most clubs meet before school to allow bus riders the opportunity to participate.
- The teachers at Clear Fork work hard to provide rigorous, innovative instruction and authentic relationships with all students.

- The Foundational learning program provides each student with relevant and accommodating individualized learning experiences. This includes life skills and specialized curriculum tailored to each student need. Experiences are also provided within the general education setting.
- Clear Fork has consistently increased the teacher retention and employee satisfaction rates.
- Clear Fork Elementary School has partnered with Texas State University as the US Prep Teacher Preparatory Site.
- Clear Fork is part of the Holdsworth Campus Leadership Team.
- Clear Fork is participating in several research projects with Texas State University and University of Texas at Austin.

Together, our diverse group of students, parents, families, and teachers, provides the best educational and social-emotional experiences possible.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CFE ended the year with a 93.44 attendance rate which was -2.61% lower than the 19-20 school year. This also is 3.56 % below district expectations.

Root Cause: The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

Student Learning

Student Learning Summary

Domain Scores and Letter Ranking were not assigned by TEA for the 2020-2021 School Year.

The following are grade-level and subject-area performance levels for the 20-21 STAAR test:

3rd Grade STAAR Reading Performance Levels:

- Approaches 64% (-5% from 2019)
- Meets 33% (-4% from 2019)
- Masters 13% (-7% from 2019)

3rd Grade STAAR Math Performance Levels:

- Approaches 61 % (-6% from 2019)
- Meets 28% (-7% from 2019)
- Masters 15% (-1% from 2019)

4th Grade STAAR Reading Performance Levels:

- Approaches 53% (-7% from 2019)
- Meets 33% (-3% from 2019)
- Masters 20% (-4% from 2019)

4th Grade STAAR Math Performance Levels:

- Approaches 52% (-7% from 2019)
- Meets 27% (-1% from 2019)
- Masters 10% (-8% from 2019)

4th Grade STAAR Writing Performance Levels:

- Approaches 48% (+10 % from 2019)
- Meets 19% (+11% from 2019)
- Masters 3% (no difference from 2019)

5th Grade STAAR Reading Performance Levels:

- Approaches 65% (-16% from 2019)
- Meets 35% (-6% from 2019)
- Masters 27% (+7 from 2019)

5th Grade STAAR Math Performance Levels:

- Approaches 74% (-6% from 2019)
- Meets 43% (-3% from 2019)
- Masters 23% (-10% from 2019)

5th Grade STAAR Science Performance Levels:

- Approaches 66% (-2% from 2019)
- Meets 33% (-8% from 2019)
- Masters 12% (-4% from 2019)

ISIP-72% of kindergarten-5th grade Clear Fork students reached their 1.5 years growth goal in reading.

RenMath-58% of 2nd-5th grader reached their 1.5 years growth goal in math.

Student Learning Strengths

Despite the many challenges faced during the 20-21 school year, we are proud of the following gains in STAAR scores:

4th Grade STAAR Writing Performance Levels:

- Approaches 48% (+10 % from 2019)
- Meets 19% (+11% from 2019)

5th Grade STAAR Reading Performance Level:

- Masters 27% (+7 from 2019)

Some of the most valuable learning strengths are not easily measured. We are immensely proud of our teachers, staff and students for learning the true meaning of grit, persistence and resilience.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a range 1-16% drops in most performance areas (grade levels and subjects) of STAAR , we are committed to addressing the needs identified in our 2020-2021 STAAR data. **Root Cause:** Frequent interruptions in instructions due to COVID quarantines, lack of instruction due to SNOVID and limitations to some high yield teaching strategies by COVID protocols were some of the root causes of the drops in performance levels on STAAR.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Clear Fork Elementary is guided by the district's TEKS scope and sequence in the TEKS resource system and the results of district and campus based assessments. The scope and sequence promotes 21st Century Skills including critical thinking and problem-solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Teachers collaborate during team meetings to discuss HOW they will teach key components; what are the expectations for student learning objectives; vocabulary; and how they will provide both accommodations and extensions.

Assessment plays a major role in decision making and takes on many different forms at Clear Fork Elementary. Authentic assessments allow students to demonstrate their learning through related performance, products, and presentations will be a campus goal. By ensuring all grade level skills are taught and students learn them, Clear Fork Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus-level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten and first grade focus on I-station, DreamBox, leveled readers, and district/campus assessments. Second through fifth grade focus on STAAR (3rd-5th only), I-station, RenMath and district/campus assessments. Special courses and programs such as physical education, music, art, special education, gifted and talented (GT), dyslexia, and reading and math intervention use the same standard of assessment as the grade levels of their students.

Weekly grade level and special programs (Foundational Learning, Dyslexia and Special Areas) Professional Learning Communities (PLCs) are held between grade level teachers with the support of instructional coaches, RtI lead teacher and campus administration. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have a daily common planning time. Grade levels and programs meet four times during the year, with the principal to analyze data and map out strategies.

CFE's focus goes beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure instructional time is protected and students are taught from bell to bell. Teachers and students are not pulled out of the classroom for unnecessary reasons. School-wide public announcements are limited to decrease disruptions to the classroom.

At Clear Fork Elementary School, we believe recruiting and retaining highly-qualified staff and faculty is key to student achievement.

The 5 highest campus needs based on the 2019-2020 Employee Engagement Survey were identify and specific strategies were put in place to increase rates of agree and strongly agree with each statement. The following are the comparative results of the 5 target areas:

1. *I have the education and training I need to perform my work at the district.*

Strategy: Focused teacher-led professional development-refined from previous year to move from mostly veteran teachers to paraprofessional, first year and beyond teachers as facilitators

Results: From 65% to 84% Agree and Strongly Agree

Plan for 2021-2022 School Year: Encourage 100% of our professionals, paraprofessional and US Prep/Texas State University residents to facilitate need-based teacher-led professional develop sessions

1. *There are leadership opportunities for me within my school or department.*

Strategy: Teacher-led (PLCs) changed my role and provided teachers with support needed to lead PLCs.

Results: From 60% to 69% Agree or Strongly Agree

Plan for 2021-2022 School Year: Infuse Lockhart ISD value: UnLocking Potential beyond teacher-led PLCs. CFE's principal, Rebecca Leonard will develop her leadership skills by actively seeking faculty and staff to lead and/or create systems that afford leadership opportunities such as: club coordinator, committee chair, team leader and team liaison.

My principal identifies opportunities for my professional growth and improvement.

Strategy: *Collaborated with teachers to develop Individualized Coaching Plans for teachers.*

Results: From 60% to 72% Agree or Strongly Agree

1. My principal regularly gives me constructive feedback to improve my work performance.

Strategy: *Along with individualized coaching plans, feedback is provided with each walkthrough.*

Results: From 75% to 92% Agree or Strongly Agree

1. I believe I can influence decisions in my district.

Strategies: Encourage teachers to participate in forums and district committees. Labeled changes as the “result of your feedback”.

Result: From 65% to 82% Agree or Strongly Agree

School Processes & Programs Strengths

Clear Fork Elementary is proud of the our strengths of our school processes and programs such as:

1. Our students. We absolutely love each and every one of them for the talent, respect, unique perspectives and cultures...and laughter they bring each day!
2. Clear Fork Elementary is truly dedicated to being a learning community that strives to continually grow and develop the skills needed to ensure success for all students. We are currently partnering with:

- Holdsworth Campus Leadership Program
- Texas State University and U.S. Prep-Clear Fork is the flagship school for the Central Texas area. This is our second year to host year-long residents.
<https://www.usprepnationalcenter.com/>
- 4th Grade Special Education Writing Initiative-Texas State University
- TEMPLE (Teaching Early Math by Providing Language Exploration) kindergarten project with University of Texas at Austin

- I Read 2nd-4th Grade Project with the University of Texas at Austin

3. Clear Fork's master schedule includes WIN (What I Need) time and Math Workshop. Both models allow for laser-focused instruction and flexible pathways that met specific needs of all students.
4. Clear Fork has implemented inclusive systems for students receiving services in either resource/inclusion and/or Foundational Learning classes including, but not limited to community-based field trips, weekly cooking classes and daily opportunities to interact socially and academically with non-disabled peers.
5. Our teachers have a strong sense of purpose and urgency for using best instructional practices, as placed upon them by the active school community.
6. Daily safety protocols and monthly drills are part of our culture and in compliance with regulative laws.
7. Four of our teachers chose to loop up with their classes. We are already seeing the benefits of this model!
8. Despite the challenges of COVID, CFE was able to maintain family engagement and build relational and content knowledge capacity during the 20-21 school year through a virtual book club. Ideas, connections and questions were shared each month after reading assigned chapters of 7 Keys to Comprehension by Chryse Hutchins and Susan Zimmermann. Title 1 funds were used to purchase books for all participants.
9. Clear Fork has started our weekly Pride Time each Friday morning. Every CF staff and faculty member has a K-5 family (pride). Pride because we are Clear Fork Lions. These K-5 prides will stay together through multiple school years. The goal is to build strong, multi-age friendships and connections with another member of our faculty/staff.
10. CFE was the recipient of \$17,000+ in grants last year. Around \$14,000 were awarded by the LISD Education Foundation, \$2,500 from a State Farm Insurance Grant, and \$500 donated by Woodmen Life Insurance Agency. All of the funds are currently being used to purchase items for classrooms, school grounds and supplies for our clubs.
11. Three Clear Fork staff and faculty members completed the 200 hour Breathe for Change yoga and social-emotion learning training. Soon we will be able to offer yoga classes before and afternoon and start a yoga club.
12. While schools around the nation struggle with staffing shortages, CF has been fully staffed since the end of June. The on-going support of our school community helps us retain and recruit the most highly qualified faculty and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): lack of differentiation **Root Cause:** COVID restriction-no WIN

Perceptions

Perceptions Summary

Parents, teachers, and students at Clear Fork Elementary take pride in their school's rich history and extensive ties to the community along with the school's reputation of success. Our school community wholeheartedly believes in the importance of helping our students "grow roots" in their community while also "growing wings" they will need to follow their passions and talents.

The perception of Clear Fork Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. One of the core beliefs at Clear Fork Elementary is that students will face challenges without fear of failure because they know they are loved and have the grit needed to stay the course and succeed. Clear Fork staff and school community are committed to encouraging students to take charge of the own success by creating a culture of innovation and independence.

Perceptions Strengths

Clear Fork Elementary celebrates these strengths:

- Teacher informal survey results reveal they are dedicated and work together for the success of the students.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 3 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork has a supportive, family-like staff. Clear Fork students in looping classes feel particularly close to their teacher and were excited to "meet" at the start of this school year.
- Informal parent feedback reports CFE has a strong positive reputation in the community. Clear Fork receives a high volume of transfer requests each year.
- CFE has an open door policy and welcomes parent input and questions.
- Active social media presence on Facebook and Twitter.
- Strong involvement in district and community events .
- Whole child needs are met by providing before and after school clubs and extra-curricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Clear Fork is perceived as a neighborhood school surrounded by middle income family homes. Clear Fork is proud to serve a diverse school community of varying socioeconomic status from Maxwell to Lockhart **Root Cause:** The highly visible volume of cars and walkers overshadows the five to six buses that provide transportation for our Maxwell students. Additionally, all school events are currently held at Clear Fork Elementary. Efforts are being made to plan more school functions in Maxwell to provide easier access and build stronger relationships with all of our school community.

Priority Problem Statements

Problem Statement 1: There was a range 1-16% drops in most performance areas (grade levels and subjects) of STAAR , we are committed to addressing the needs identified in our 2020-2021 STAAR data.

Root Cause 1: Frequent interruptions in instructions due to COVID quarantines, lack of instruction due to SNOVID and limitations to some high yield teaching strategies by COVID protocols were some of the root causes of the drops in performance levels on STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: lack of differentiation

Root Cause 2: COVID restriction-no WIN

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: Performance Objective 1: During the 2021-2022 school year, 80 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: ISIP Reports
 2022 STAAR Reading
 District Assessments
 Running Records
 Anecdotal Notes
 Formative Assessments
 Curriculum-based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Differentiated Instruction and Flexible Grouping Using Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN (What I Need) time.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 80% of Kindergarten students will be able to Identify 26 (y, j,u,w,x,v,z,q) uppercase/lowercase letters as measured by common assessment-Google Form Additionally, 80% of students will be Tier 1 for Letter Knowledge as measured by ISIP.</p> <p>By the end of the 4th 9 weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Special Area Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 1st grade students will students develop word structure knowledge through phonemic awareness, phonics and morphology to decode and spell. As a result, 80% of students will be to decode CVC words as measured by common assessment- Google Form. Additionally, 80% of 1st grade students will be in Tier One for letter knowledge as measured by ISIP.</p> <p>By the end of the 4th 9 weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 instructional weeks, 2nd grade students will be able to develop word structure knowledge through phonics and morphology to decode and spell. As a result, 80% of 2nd grade students will score in Tier 1 in Spelling as measured by ISIP.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 3rd grade students will be able to develop word structure knowledge through phonics and morphology to decode and spell. As a result, 80% of 3rd grade students will score in Tier 1 in Spelling as measured by ISIP.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form with the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 4th grade students will use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. As a result, 80% of 4th graders will score Tier 1 in text fluency as measured by ISIP.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form with the differentiation strategies: sentence stems, flexible groups and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 instructional weeks, 80% of 5th grade students will be able to make inferences in 2 out of 3 presentations by stating text evidence as measured by formative assessments and CBAs.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form with the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Differentiated Instruction and STAR Program Discrete Trials</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 50% of students receiving support from our Foundational Learning classes will increase one instructional level in their STAR Reading program.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form with the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Resource/Inclusion Teachers, Foundational Learning and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Implement campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed STAAR Reading in previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, Resource/Inclusion Teachers and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Goal 2: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in math.





Performance Objective 1: During the 2021-2022 school year, 80 % of K-5 Clear Fork students 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)
 2022 STAAR Math
 Reflex Math
 Formative Assessments
 Curriculum-based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end 36 instructional weeks, 80% kindergarten students will be able to count to 100 as measured by common assessment-Google Form.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of grade 1 students will be able to skip count by 2,5,10 and count forward and backward from any given number as measured by common assessment-Google Form.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 2nd grade students will master at least 80% of their addition and subtraction facts with automaticity as measured by common assessment-Google Form. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end 36 instructional weeks, 80% of 3rd grade students will master at least 80% of their multiplication and division facts with automaticity as measured by Reflex. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 4th grade students will be able to relate decimals to fractions that name tenths and hundredths measured by formative assessments and CBAs. Additionally, 20% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 5th grade students will be able to add and subtract positive rational numbers in 2 out of 3 presentations as measured by formative assessments and CBAs. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals. .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</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: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 50% students receiving support from Foundational Learning classes will increase one instructional lesson in their individual STAR Math program.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Foundational Learning Teachers and Classroom Teachers</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: Campus attendance rate will meet or exceed 95% average daily attendance rate for the 2021-2022 school year.

Evaluation Data Sources: ADA





Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Build Classroom and School-wide Communities: Daily Classroom Morning Meetings and Weekly School-wide Family Meetings to build relationship, address social-emotional needs and monitor and celebrate goal completion. Leading Indicators: Daily ADA Monitoring/Support: Clear Fork Leadership team will review Tier 2 (90-94% attendance rate) and Tier 3 (less than 90% attendance rate) concerns. Intervention plans will be made and monitored accordingly.</p> <p>Strategy's Expected Result/Impact: Improved attendance due to stronger relational capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</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>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: 80% of CF families will participate (in-person or virtually) in at least 1 school function during the 21-22 school year.

Evaluation Data Sources: Sign In Sheets from Family Engagement Events
Engagement Logs
Progress Monitoring of Goals 1 and 2 (Reading and Math)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Communicate with families via social media, Parent Square and weekly newsletters regarding family engagement opportunities. Family Game Nights per semester (1 Math and 1 Reading Family Night per Semester), Monthly Pastries with the Principal, Breathe for Change Yoga Classes and Drug and Safety Awareness classes,</p> <p>Strategy's Expected Result/Impact: Increased engagement and improved communication with families will strengthen home-school relationships and academic connections. As a result, 1.5 reading and math goals will be met.</p> <p>Leading Indicator: Sign in sheets will be used to note and track family participation. Progress Monitoring of reading and math goals 1 and 2.</p> <p>Support: Administrators and/or counselor will reach out to parents who are not engaging in school activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June


 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue


Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.


Performance Objective 3: By mid-May 90% of 3rd, 4th and 5th grade students surveyed, will be able to name one adult they feel connected to at CFE, identify as feeling safe at school and having adequate opportunities to move their bodies throughout the school day.


Evaluation Data Sources: Beginning, Middle and End of Year Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Students will structured movement and social-emotional learning opportunities (Breathe For Change, 7 Mindsets, Go Noodle). Students will also have a choice of AM and PM clubs such as: yoga, running, dance, choir, garden and robotics. Leading Indicator: Beginning, Middle and End of Year Student Surveys Monitoring/Support: Daily wellness check-ins during morning meetings and Friday Pride Family Time.</p> <p>Strategy's Expected Result/Impact: Improved relational capacity, safety and overall health (emotional and physical) of students as measured by beginning, middle and end of year surveys.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and counselor</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: By the end of the 21-22 school year, 100% of professional and US Prep residents/Texas State University student teachers will facilitate a teacher-led professional development session.





Evaluation Data Sources: Teacher-led PD Agendas
 PLC Agendas
 Employee Engagement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Cultivate Talent and Build Personal Leadership through Teacher-Led Professional Development and Professional Learning Communities</p> <p>Strategy's Expected Result/Impact: All CF faculty and staff will strengthen their leadership skills and content knowledge. US Prep Residents will become highly-qualified teacher candidates for employment in Fall 2022. Ultimately, reading and math 1. 5 goals (goals 1 and 2) will be met.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teacher-Lead</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: By the end of the 21-22, 90% of Clear Fork students will leverage technology to set goals, monitor progress and conduct a student-led conference with an adult of their choosing.





Evaluation Data Sources: Student-led Conference Logs
Progress Monitoring of Student Goals (Reading and Math)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: 1st 9 Weeks: Establish goals and monitoring systems 2nd 9 Weeks: Share goal progress with a respect adult. 3rd/4th 9 weeks: Lead Student-led Conferences with respect adult. Leading Indicators: Beginning, Middle and End of Year Student Agency Surveys Monitoring/Support: Student-led Conferences Completion Log</p> <p>Strategy's Expected Result/Impact: Student Agency will increase and positively impact student achievement. for students in all student populations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: When surveyed, 90% of employees will agree or strongly agree to the following statement: My principal or direct supervisor identifies opportunities for my professional growth and improvement.

Evaluation Data Sources: Quarterly Growth and Improvement Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Each administrator will have a minimum of 25 instructional interactions (lesson plan feedback, coaching cycle, walkthroughs and/or TTESS) each week. Leading Indicator: Coaching session feedback and quarterly surveys Accountability: Instructional Monitoring Sheet</p> <p>Strategy's Expected Result/Impact: Consistent increase in teacher satisfaction rate related to professional growth and improvement opportunities as measured by quarterly Growth and Improvement Surveys.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</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</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Lockhart Independent School District
Navarro Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Navarro Elementary, cultivating excellence for all.

Vision

Navarro Elementary ignites lifelong connections, ensures equitable access, and inspires all Lions to achieve their infinite potential.

Table of Contents

Goals	4
Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.	4
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	8
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	11
Addendums	14





Goals

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: 80% of students grades K-5 will achieve 1.5 growth in reading

Evaluation Data Sources: Walkthrough data, Amplify reports, Istation reports, running records, guided reading groups, CBAs.

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-2 teachers will participate TEA Reading Academies focuses on the Science of Teaching Reading (STR) and all teachers K-5 will provide guided reading instruction to all students 3-5 times per week using leveled literacy library</p> <p>Strategy's Expected Result/Impact: Teachers will have greater knowledge and skills in STR and access robust resources in order to provide more rigorous and meaningful Tier 1 Instruction, resulting in increased student growth and academic achievement</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher's will meet weekly in PLC to analyze student reading data and collaborate to improve instructional outcomes for all learners</p> <p>Strategy's Expected Result/Impact: Teachers will identify students in need of intervention, enrichment, and learn from each other ways to address learning gaps to increase growth and achievement.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Navarro will focus on 3 specific differentiation strategies, flexible grouping, sentence stems, and visual word walls, to meet the needs of the variety of learners in our classrooms.</p> <p>Strategy's Expected Result/Impact: Students will receive a broader range of instructional strategies to address the wide array of learning styles and abilities, resulting in greater content mastery and higher outcomes in reading.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Navarro will implement accelerated learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed STAAR Reading in previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Navarro will focus on LISD Instructional Framework, The Fundamental 5, in order to increase instructional capacity of our teachers and provide our students best practice high yield instructional strategies daily.</p> <p>Strategy's Expected Result/Impact: Teacher's will demonstrate deeper understanding of Fundamental 5 components and provide students with research based high yield instructional strategies that will improve educational outcomes for all learners, resulting in higher student achievement and content mastery.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 2: 80% of students in grades K-5 will achieve 1.5 growth in math

Evaluation Data Sources: Walkthrough data, Dreambox reports, running records, guided math groups, CBAs.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher's will provide targeted small group math instruction using best practice instructional strategies, math manipulatives, and math talks.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to demonstrate mastery of mathematical concepts in a variety of formats which will ultimately increase conceptual understanding, growth and achievement.</p> <p>Staff Responsible for Monitoring: Miller, Gibson, classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will identify students in need of intervention, enrichment, and learn from each other ways to address learning gaps to increase growth and achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will identify students in need of intervention, enrichment, and learn from each other ways to address learning gaps to increase growth and achievement.</p> <p>Staff Responsible for Monitoring: Miller, Gibson, classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Navarro will focus on 3 specific differentiation strategies, flexible grouping, sentence stems, and visual word walls, to meet the needs of the variety of learners in our classrooms.</p> <p>Strategy's Expected Result/Impact: Students will receive a broader range of instructional strategies to address the wide array of learning styles and abilities, resulting in greater content mastery and higher outcomes in math.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Navarro will implement accelerated learning plans for all students</p> <p>Strategy's Expected Result/Impact: 70% of the students who failed STAAR Math in previous year would meet the Approaches Grade Level student performance</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Navarro will focus on LISD Instructional Framework, The Fundamental 5, in order to increase instructional capacity of our teachers and provide our students best practice high yield instructional strategies daily.</p> <p>Strategy's Expected Result/Impact: Teacher's will demonstrate deeper understanding of Fundamental 5 components and provide students with research based high yield instructional strategies that will improve educational outcomes for all learners, resulting in higher student achievement and content mastery.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 3: Navarro will establish a Campus Writing Committee





Evaluation Data Sources: Running records, Writing committee meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Navarro writing committee will focus on increasing cross curricular writing , development of campus writing rubric, and create quarterly themed campus wide writing projects</p> <p>Strategy's Expected Result/Impact: Students will have greater exposure to the writing process and teachers will use writing data to build students writing strengths, stamina, and overall ability.</p> <p>Staff Responsible for Monitoring: Miller, Gibson, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: Navarro will provide an inclusive, positive, safe, and supportive learning environment for students and staff.





Evaluation Data Sources: Walkthrough data, discipline data, faculty, parent, and student feedback forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Navarro will focus on the social emotional well being of all students through weekly 7 Mindsets lessons in every classroom combined, with weekly guidance lessons from our campus counselor.</p> <p>Strategy's Expected Result/Impact: Students will learn necessary social emotional life skills; such as, empathy, conflict resolution, acceptance and personal accountability.</p> <p>Staff Responsible for Monitoring: Lead: De La Garza, Gibson, Miller, classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: Navarro will apply conscious discipline through restorative practices and promote social emotional well being





Evaluation Data Sources: Discipline data, faculty, parent, and student feedback forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Navarro staff will participate in a book study "Hacking School Discipline"</p> <p>Strategy's Expected Result/Impact: Navarro staff will have deeper understanding of strategies and tools necessary to create a culture of empathy and restorative disciplinary practices</p> <p>Staff Responsible for Monitoring: Lead: Gibson, De La Garza, Miller</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 3: Navarro will meet or exceed 97% average attendance for the 2021-22 school year.





Evaluation Data Sources: Average Daily Attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Navarro will form an attendance committee focused on increasing student engagement, informing parents/guardians of the importance of attendance and parent involvement, and creating student incentives for students attendance.</p> <p>Strategy's Expected Result/Impact: Navarro students and families will have greater campus involvement and engagement, and students will meet attendance goal of 97%.</p> <p>Staff Responsible for Monitoring: Lead: DeLaGarza, Gibson, Miller, PBIS/Attendance Committee, Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Navarro elementary will provide ongoing and relevant professional learning opportunities for all staff





Evaluation Data Sources: Instructional Needs Assessment, Walkthrough Data, Faculty feedback forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Navarro elementary will take an instructional needs assessment to determine areas of need for teachers in regards to professional learning, growth, and development.</p> <p>Strategy's Expected Result/Impact: Data collected from Instructional needs assessment will drive professional learning opportunities, providing teachers to the professional learning they need to increase student success</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: Navarro Elementary will provide ongoing and meaningful feedback and support for all teachers





Evaluation Data Sources: Walkthrough forms, PLC documents, Coaching conversations

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will conduct weekly walkthroughs and have a minimum of 30 Instructional Encounters per week to provide timely feedback to teachers for each walkthrough, observation, and PLC.</p> <p>Strategy's Expected Result/Impact: Navarro administration will be visible participants in daily classroom instruction, Navarro teachers will have clear understanding of campus instructional expectations, and areas of reinforcement and refinement, all of which will ultimately increase student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher at Navarro will have a minimum of two coaching cycles throughout the 2021-2022 academic year</p> <p>Strategy's Expected Result/Impact: Navarro teachers will have the coaching necessary to improve instructional practices to increase student engagement and academic achievement.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: Navarro will create a campus culture of leadership and provide staff members the tools, skills, and experience necessary to unlock the potential within themselves, to ultimately create more equitable and successful outcomes for the students we serve.

Evaluation Data Sources: Campus Leadership team meetings, Faculty feedback forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Navarro administration will identify high potential staff members to participate in LISD Instructional Leadership Academy and take a larger role campus distributive leadership opportunities</p> <p>Strategy's Expected Result/Impact: Navarro teacher leaders will have an increased role in campus leadership opportunities, creating a stronger culture of distributive leadership.</p> <p>Staff Responsible for Monitoring: Miller, Gibson, Teacher Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

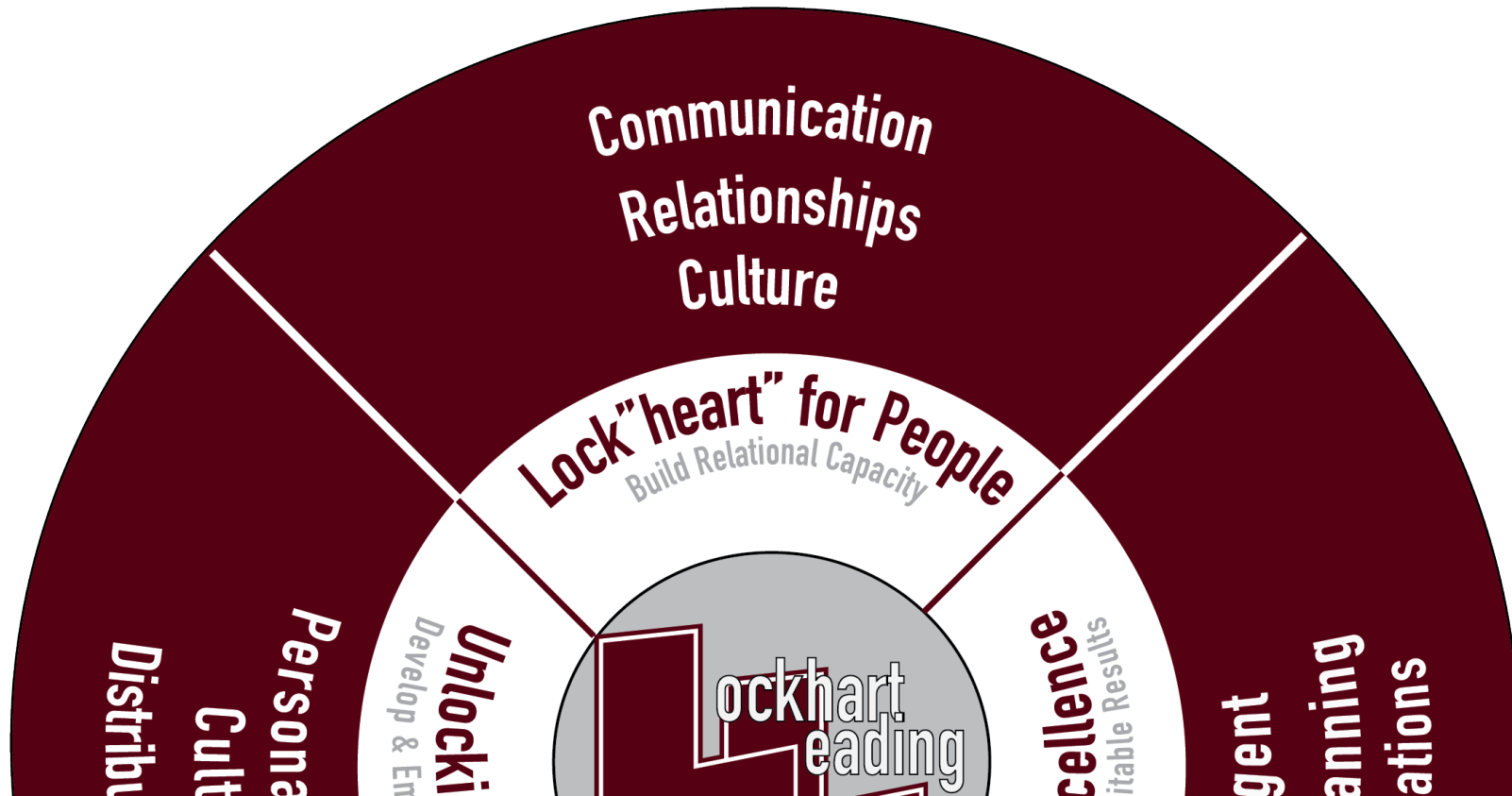
Addendums

Lockhart Independent School District

Plum Creek Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster





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 sees the needs of our culturally diverse community and serves all learners by connecting social experiences with positive, challenging, and inclusive academic practices to create lifelong learners.

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.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	8
Student Learning	9
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.	19
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHEART for People as they build relational capacity with all stakeholders.	24
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	26
Title I Personnel	28
Addendums	29

Comprehensive Needs Assessment

Needs Assessment Overview

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress

- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional
- Targeted Support Identification data Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data

- Student Groups Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Behavior and Other Indicators Attendance data
- Mobility rate, including longitudinal data
- Discipline records Violence and/or violence prevention records
- Student surveys and/or other feedback School safety data Enrollment trends Employee Data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data TTESS data T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback Support Systems

Demographics

Demographics Summary

Plum Creek Elementary is a 35 year old, Kindergarten - 5th grade Title 1 campus in Lockhart ISD. The demographic information for Plum Creek Elementary comes from current information beginning August 2021. Student enrollment at Plum Creek Elementary decreased during 2020-2021 school year due to COVID. For the 2020-2021 school year year our attendance rate was lower as compared to our end of year 2019-2020 data. Current 2021 enrollment data shows that 518 students are enrolled and our Bilingual and Hispanic student groups are maintaining a constant growth rate.

The campus has three student groups that reflect most of student population, in addition, there are eight bus routes serving the school.

Plum Creek Elementary School serves 518 students in grades K-5.

- 87% of our students are Hispanic
- 9% of our students are White
- 3% of our students are African-American
- 84% of our students are Economically Disadvantaged
- 44% of our students are English Language Learners

Demographics Strengths

At Plum Creek Elementary, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our ELL students add cultural experiences to our school.
3. Students at Plum Creek Elementary are very accepting of new students regardless of race or ethnicity.
4. Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 3 interventionist and 4 instructional aides to support student and teacher instructional needs.
5. Plum Creek is part of the Holdsworth Campus Leadership Team and utilizes a shared leadership model using Lever Leaders to make instructional decisions on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PCE ended the year with a 94.1% attendance rate, which is 2.9% below district expectations. **Root Cause:** The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

Student Learning

Student Learning Summary

Overall Scores and Letter Ranking were not assigned by TEA for the 2020-2021 School Year.

The following are grade-level and subject-area performance levels for the 20-21 STAAR test:

3rd Grade STAAR Reading Performance Levels:

Approaches 72%

Meets 44%

Masters 21%

3rd Grade STAAR Math Performance Levels:

Approaches 71%

Meets 38%

Masters 16%

4th Grade STAAR Reading Performance Levels:

Approaches 54%

Meets 23%

Masters 9%

4th Grade STAAR Math Performance Levels:

Approaches 61%

Meets 30%

Masters 13%

4th Grade STAAR Writing Performance Levels:

Approaches 34%

Meets 10%

Masters 1%

5th Grade STAAR Reading Performance Levels:

Approaches 66%

Meets 45%

Masters 27%

5th Grade STAAR Math Performance Levels:

Approaches 71%

Meets 51%

Masters 26%

5th Grade STAAR Science Performance Levels:

Approaches 61%

Meets 25%

Masters 3%

ISIP

87% of K-5th grade students reached their 1.5 years growth goal in reading.

69% of 2nd-5th graders reached their 1.5 years growth goal in math.

All schools in Texas must meet standards set in state accountability areas. For the 2018-2019 school year, Plum Creek Elementary received the following scores:

- Index 1 - Student Achievement - Plum Creek Elementary score: 72
- Index 2 - Student Progress - Plum Creek Elementary score: 79
- Index 3 - Closing Performance Gaps - Plum Creek Elementary score: 77

These scores result in Plum Creek Elementary receiving a 2019 Texas Accountability Met Standard rating, with an overall score of 78 (C). In addition, Plum Creek Elementary received 1 Distinction: Academic Achievement in Science

Student Learning Strengths

Plum Creek Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths (based on Spring 2021 STAAR data and campus 2021 data), including:

- Higher achievement in math.
- High percentage of student making growth in reading & math.
- STAAR scores for our 3rd grade bilingual students in reading & math.
- High percentage of Meets and Masters scores on 5th grade Math STAAR.
- 87% of our students met 1.5 years growth in Reading (based on Istation)
- 69% of our students met 1.5 years growth in Math (based on Ren Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade STAAR Approaches percentages have consistently dropped from 3rd grade percentages the year before. **Root Cause:** New teachers to the grade level. 4th grade staff retention is low. Testing requirements increase from 2 to 3 tests.

Problem Statement 2: Due to the frequent interruptions in instructions due to COVID quarantines, all areas of STAAR performance decreased. **Root Cause:** COVID and social distancing limited hands-on experiences and student to student learning opportunities.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Plum Creek Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings and during PLCs with their Lever Leaders or Instructional Leader to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements. Teachers meet weekly to discuss data and develop "WIN" (What I Need) activities for Pride Time intervention and utilize Accelerated Learning time.

Plum Creek Elementary is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Monday and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading and Dream Box for math to support individualized learning and to provide data to impact small group instruction. In addition, Plum Creek will focus on A/R to increase reading comprehension skills. District checkpoints by unit (approximately every 6 weeks) will provide the teachers and campus to track student growth.

Plum Creek is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills who create a learning environment where all students and families are made to feel welcome. Plum Creek continued using TBRI last year. TBRI uses a coaching discipline program that focuses on the needs of students. Staff surveys will be taken every nine weeks during the 2021-2022 school year. Due to COVID, Plum Creek's turnover rate was higher and we started the 2021-2022 school year with two vacancies in bilingual grade level teaching positions. At Plum Creek Elementary, we worked with our Holdsworth team to create a strategic plan for areas identified in our Employee Engagement Survey.

School Processes & Programs Strengths

Plum Creek is proud of our strengths of our school processes and programs, such as:

1. Our students. We love all our students and every one of them for their talent, unique perspectives, and culture.
2. Plum Creek is partnering with Holdsworth and piloting a Shared Leadership Model with Lever Leaders.
3. Teachers focused on using math manipulatives for math instruction (concrete) before moving to pictorial and abstract math problems showed strong gains in math scores.
4. Progress Monitoring Conferences encouraged collaboration between Lever Leaders or Instructional Leaders and classroom teachers to plan for next steps in meeting students' needs.
5. Weekly PLC meetings to address student needs and successes provides structure to Pride Time (intervention) & Accelerated Learning time.
6. The master schedule and calendar maximized the amount of time spent on instruction.
7. Lever Leaders and master teachers on campus provide professional development to staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student meets and masters STAAR scores are low. (Based on Spring 2021 STAAR scores). **Root Cause:** We have more resources and focus on Tier 2 and Tier 3 students.

Problem Statement 2: Communication break down and inconsistent messaging being provided to teams. **Root Cause:** With the added Lever Leaders, some teachers are confused on who to go to for support and get their information from.

Problem Statement 3: Lack of differentiation. **Root Cause:** Limited professional development and intervention time due to COVID.

Perceptions

Perceptions Summary

Parents, teachers, and students at Plum Creek Elementary take pride in their school and the school's reputation of success. We believe in the importance of seeing our student, connecting with families, and serving in order for all our students to thrive academically and socially. The perception of Plum Creek Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. Plum Creek Elementary's focus is not just on STAAR scores, but also on individual student growth through monitoring. Our commitment is to keep student success at the center of all actions and decisions. With the anticipated growth of our campus we will need to look for ways effectively use all spaces on campus to effectively meet the needs of students, families and staff.

Plum Creek Elementary strives to build positive relationships with the students and parents of our students. Plum Creek works very hard to create a learning environment that includes all family and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, providing paper copies in notes in both languages, sending out Parent Square messages by phone, text, or email, and tweeting important events on our Plum Creek Twitter & Facebook pages. We make every effort to communicate in both languages.

Perceptions Strengths

Strengths for Plum Creek would include:

- *Increased parent communication in both English and Spanish.
- *A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, Literacy Nights, Dia de los Muertos, Cinco de Mayo, Color Run and Fall Festival, Valentine's Dance, Parent Involvement Day events, and End of Year Award's Ceremony.
- * Whole child needs are met by providing before and after school clubs and extra-curricular activities.
- * NEHS and Student Council support Keep Lockhart Beautiful and provide garden cleanup service projects at Plum Creek.
- * PCE has an open door policy and welcomes parent input and questions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PCE parent participation is low. **Root Cause:** Due to COVID and most events being held virtually, very few parents attended events. Parents shared with staff and the end of year survey that prior commitments with work or limited transportation effected participation.

Priority Problem Statements

Problem Statement 1: 4th grade STAAR Approaches percentages have consistently dropped from 3rd grade percentages the year before.

Root Cause 1: New teachers to the grade level. 4th grade staff retention is low. Testing requirements increase from 2 to 3 tests.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PCE ended the year with a 94.1% attendance rate, which is 2.9% below district expectations.

Root Cause 2: The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student meets and masters STAAR scores are low. (Based on Spring 2021 STAAR scores).

Root Cause 3: We have more resources and focus on Tier 2 and Tier 3 students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: PCE parent participation is low.

Root Cause 4: Due to COVID and most events being held virtually, very few parents attended events. Parents shared with staff and the end of year survey that prior commitments with work or limited transportation effected participation.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: During the 2021-2022 school year, 85% of students in grades K-5 will make at least 1.5 years of growth progress in reading.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Istation reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated Instruction and Flexible Grouping: Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 85% of Kindergarten students will be able to identify all uppercase/lowercase letters. 85% of students will make 1.5 years progress based on October to May ISIP scores.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: Istation & LISD Walkthrough Form</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on foundational standards.</p> <p>Strategy's Expected Result/Impact: 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: Instructional Leadership Team Monitoring Tools: Evidence of Learning, Campus Data Analysis Form, & Lesson Plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

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. By the end of the 21-22 school year, 85% of our teacher will be rated as proficient or higher in each category based on walk through data.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tool: LISD Walkthrough Form</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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will engage in goal setting and individual data tracking.</p> <p>Strategy's Expected Result/Impact: Students and teachers will meet weekly on Wednesdays to discuss progress on goals. By monitoring progress weekly, 85% of students will reach 1.5 years growth in reading and math. Campus Word Count will meet a minimum of 150,000,000 words.</p> <p>Staff Responsible for Monitoring: Librarian (Lead), Instructional Leadership Team Monitoring Tools: Ren Learning Reports & ISIP Data (Istation)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will receive targeted interventions during Pride Time by classroom teachers and teacher aides (5 times per week) to increase student success in reading. Students will receive Accelerated Instruction Time for 30 hours to meet HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Classroom teachers will meet monthly with RTI & Interventionist Teachers to review student data and growth. Focused lessons will be developed for Pride Time (Intervention) and Accelerated Learning time.</p> <p>Staff Responsible for Monitoring: RTI (Lead) & Instructional Leadership Team Monitoring Tools: Eduphoria documentation (RTI), NB4545 Attendance Form, TBMA (TEKS Based Mini-Assessment)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Bilingual/ESL teachers will provide students daily speaking opportunities to support student language growth.</p> <p>Strategy's Expected Result/Impact: Monitoring bilingual student data will allow teachers to ensure teachers are closing the gap in reading and math. Bilingual teachers will review progress on language standards (ELPS) and TELPAS proficiency. 5% increase on the 21-22 TELPAS Composite results. (1-5).</p> <p>Staff Responsible for Monitoring: K. Ochoa & M. Reyes (Lead), Bilingual/ESL Teachers, Instructional Leadership Team</p> <p>Monitoring Tools: Evidence of Learning/Callibration: Speaking/Writing Center</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 2: During the 2021-2022 school year, 85% of students in grades K-5 will make at least 1.5 years of progress in math.

Targeted or ESF High Priority

Evaluation Data Sources: Dream Box & Ren Math reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Flexible Grouping and Differentiation: 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: By the end of the school year, 85% of students will make 1.5 years progress based on October to May Dream Box or Ren Math scores.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: Dream Box data, Ren Math data, & LISD Walkthrough Forms</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Instructional Leadership Team Monitoring Tool: LISD Walkthrough Form</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on foundational standards.</p> <p>Strategy's Expected Result/Impact: 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: Instructional Leadership Team Monitoring Tools: Evidence of Learning, Campus Analysis Data Form, & Lesson Plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will implement the instructional framework model, Fundamental Five, which will set the expectation for core instructional practices in all classrooms during the math 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. By the end of the 21-22 school year, 85% of our teacher will be rated as proficient or higher in each category based on walk through data.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: LISD Walkthrough Form</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 3: During the 2021-2022 school year, 85% of students in grades K-5 will show growth in writing.

Evaluation Data Sources: PC Writing Rubric





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will write daily during their writing block.</p> <p>Strategy's Expected Result/Impact: Student work will be displayed and writing journals will show students daily writing. Student writing will show growth from beginning of year until the end of the year using the grade level campus based writing rubrics.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: Teacher Monitoring Form</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Plum Creek will provide monthly campus wide student writing projects.</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 (Lead) Monitoring Tool: Percentage of participation in campus writing projects</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will share their favorite writing with the principal.</p> <p>Strategy's Expected Result/Impact: Increasing connections by providing students the opportunity to share their writing with the principal.</p> <p>Staff Responsible for Monitoring: Principal (Lead) Monitoring Tools: Daily tracking of participation</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will demonstrate a LockHEART for People as they build relational capacity with all stakeholders.

Performance Objective 1: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff with opportunities for parents to be involved in the school community.

Evaluation Data Sources: Student Surveys, Parent Surveys, Employee Engagement Survey, Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be recognized monthly for exceptional attendance. Strategy's Expected Result/Impact: PCE's ADA will increase of attendance rate to meet or exceed our campus goal of 95%. Staff Responsible for Monitoring: Registrar & AP (Lead), Attendance Committee Monitoring Tools: ADA Data ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized monthly for meeting their 1.5 academic goals in reading & math. Strategy's Expected Result/Impact: 85% of our students will reach 1.5 years growth in reading & math. Staff Responsible for Monitoring: ILT (Lead) & Student Recognition Committee Monitoring Tools: ISIP data, Ren Math data, & Dream Box data Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide 7 Mindsets lessons weekly to students and counseling bi-weekly to classes to address social emotional needs of the students. Strategy's Expected Result/Impact: Increase positive behavior and culture on campus. Staff Responsible for Monitoring: Counselor (Lead) Monitoring Tools: Panorama Survey and Xello data Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Counselor will provide wellness and self-care resources to students and staff to address the social emotional needs of all stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase positive behavior and culture on campus. Increase retention rate of staff >90%.</p> <p>Staff Responsible for Monitoring: Counselor (Lead) Monitoring Tools: Panorama Survey, Employee Engagement Survey, & Retention Data</p> <p>Title I Schoolwide Elements: 2.4, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Plum Creek will provide fitness activities, clubs, and events for students and staff to support their social emotional needs.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance rate >95%. Healthy fitness activities will be provided to staff to maintain balance and reduce stress which will increase staff retention rate >90%.</p> <p>Staff Responsible for Monitoring: Hospitality Committee (Lead), Club Sponsors, PE Teacher Monitoring Tools: ADA Data, Teacher Retention Data, Employee Engagement Survey</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will be recognized weekly for demonstrating LISD Values.</p> <p>Strategy's Expected Result/Impact: Staff retention rate will be >90%.</p> <p>Staff Responsible for Monitoring: Principal (Lead) Monitoring Tools: Newsletters, Google Form, Teacher Retention Data, Employee Engagement Survey</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Plum Creek will provide student performances and learning opportunities for families to attend (Musicals, Art Show, Tech Time, ESL, Camp Our with a Good Book, etc...).</p> <p>Strategy's Expected Result/Impact: 80% of Plum Creek families will participate (in-person or virtually) in at least 1 school function during the 21-22 school year.</p> <p>Staff Responsible for Monitoring: Family Engagement Committee & Specials Team Monitoring Tools: Parent Survey; Sign-in sheets</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Plum Creek will provide instructional support and growth opportunities to all staff.

Evaluation Data Sources: Employee Engagement Survey, LISD Walkthrough Data, T-TESS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive a minimum of two coaching cycles and one T-TESS evaluation to support teacher instructional growth.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will score proficient or above in all Fundamental 5 categories.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: LISD Walkthrough Form, Eduphoria Strive</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New to Profession Teachers will receive instructional support throughout the year by district staff and mentors.</p> <p>Strategy's Expected Result/Impact: 100% of new to profession teachers will increase Fundamental 5 scores to proficient or higher. Increase new to profession staff retention rate to >90%.</p> <p>Staff Responsible for Monitoring: Principal (Lead) & Mentors Monitoring Tools: LISD Walkthrough Form & Teacher Retention Data</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of staff will lead a teacher led professional development session on campus.</p> <p>Strategy's Expected Result/Impact: All staff will increase their leadership skills and content knowledge.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Monitoring Tools: Lead & Learn Agendas, Employee Engagement Survey</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 90% of students will monitor their goals and conduct a student led conference.</p> <p>Strategy's Expected Result/Impact: Student agency will increase and positively impact student achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers (Lead)</p> <p>Monitoring Tools: Conference Sign-in Sheets</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Watley	RTI	Student Support	1
Esther Gonzales	Instructional Aide	Student Support	1
Gail Dorycott	Dyslexia Teacher (Bilingual)	Student Support	0.5
Jennie Vasquez	Nurse	Student Support	1
Juanita Rios	Dyslexia Teacher	Student Support	1
Kim Hartman Bagwell	Instructional Aide	Student Support	1
Leandra Taylor	RTI	Student Support	1
LeeAnn Skinner	Counselor	Student Support	1
Lisa Troquille	Instructional Aide	Student Support	1
Rosemary Mendez	Bilingual Aide	Student Support	1
Veronica Hernandez	Interventionist	Instructional	1

Addendums

Lockhart Independent School District
Lockhart Junior High
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.	11
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	20
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	24
2021-2022 Campus Site-Based Committee	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lockhart Junior High School currently serves 1,463 students in grades 6th-8th with the expectation of increased growth throughout the school year. LJHS has seen enrollment continually increase over the past four years. LJHS has consistent growth and is considered a fast-growing school district. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students.

The campus has three student groups that reflect most of student population.

- 78.1% of our students are Hispanic
- 17% of our students are White
- 2.7% of our students are African-American
- 72% of our students are Economically Disadvantaged
- 31% of our students are English Learners

As our population increases each year, we are receiving more students who are SPED, EL and on free/reduced lunch. Our teacher demographics do not represent our student demographics, so as a campus we are developing ways for our teachers to connect to our students and have our students connect to the school.

Our attendance data has improved but we are not where we would like to be. Last year our cumulative attendance was 96.18%. LJHS will continue to make attendance a priority and put systems and incentives in to place to increase student attendance. The campus leadership team has determined a goal and will implement attendance strategies for the 2020-21 school year including incentives for students and staff.

Demographics Strengths

At Lockhart Junior High, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our EL students add cultural experiences to our school.
3. Our students are very accepting of new students regardless of race, ethnicity, or need.
4. Our staff has high expectations for themselves and our students and work hard to provide rigorous instruction for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LJHS ended the school year with a 87.59 attendance rate which is below district expectations. **Root Cause:** The COVID-19 pandemic severely impacted student attendance.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Lockhart Junior High School received the following scores:

- Student Achievement - LJHS score: 70
- School Progress - LJHS score: 72
- Closing Performance Gaps - LJHS score: 67

These scores result in LJHS receiving a 2019 Texas Accountability Met Standard rating, with an overall score of 71%.

On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches level:

Reading (6th-8th) 65%

Math (6th-Algebra I) 78%

Writing 53% Science 59% Social Studies 49%

On the 2019 STAAR, the following scores for all grades show the percentage at the Meets level:

Reading (6th-8th) 32%

Math (6th-Algebra I) 44%

Writing 26%

Science 29%

Social Studies 21%

On the 2019 STAAR, the following scores for all grades show the percentage at the Masters level:

Reading (6th-8th) 13%

Math (6th-Algebra I) 19%

Writing 10%

Science 10%

Social Studies 12%

Due to the worldwide COVID-19 pandemic, the Texas Education Agency suspended the accountability system for the 2019-2020/2020-2021 school year.

Student Learning Strengths

Lockhart Junior High has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including High achievement on 8th grade Algebra. 100% met approaches, 100% met expectations, and 98% mastered.

We have increased the participation in our PreAP courses across all grade levels.

We have introduced three distinct math pathways:

The on-level math pathway consists of students covering on-grade level math for grades 6, 7, and 8. The PreAP math pathway consist of 6th grade students covering 7th grade math TEKS, 7th graders covering 8th grade math TEKS, and 8th graders covering Algebra I TEKS. The accelerated math pathway consists of 6th graders covering 8th grade TEKS, 7th graders covering Algebra I TEKS, and 8th graders covering geometry TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The students approaching grade-level on the 6th grade reading STAAR in 2021 was 51%. **Root Cause:** The COVID-19 pandemic impacted attendance, making it harder to teach students.

Problem Statement 2: The students approaching grade-level on the 6th grade math STAAR in 2021 was 24%. **Root Cause:** The COVID-19 pandemic impacted attendance, making it harder to teach students.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Lockhart Junior High is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during twice weekly PLCs to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements.

Lockhart Junior High is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self-confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Wednesday and allows students to reflect and write critically ultimately building positive, lifelong learners. We will use RenLearn for reading and math to support individualized learning and to provide data to impact small group instruction. District checkpoints by unit (approximately every 6 weeks) will provide the teachers and campus to track student growth. PLC meetings are held after each checkpoint with administration. Teachers will keep digital data sheets to monitor their students' progress.

Instructional:

Fundamental 5 Instructional Framework - Implemented School Wide

7 Mindsets- Social, Emotional, & Learning Use of Common Assessments (District & Campus/PLC developed)

Individual student's performance by SE (Used to group students to appropriately guide instruction for differentiated learning.

RenLearn - Reading data collection, instructional support and enrichment.

RenLearn - Math data collection, instructional support and enrichment. Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (6-8), resource, emergent, Redirection and Life Skills.

Will support students identified as dyslexic by providing the Wilson reading program. Will provide supports to GT students through PreAP classes and all teachers who are teaching PreAP have received 30-hours of GT training and/or their 6 hour update.

Curricular:

The campus will implement the instructional model to implement rigorous curricula and assessments aligned with state standards, and ensuring weekly DuFour's PLC Meetings.

The campus will ensure the creation of LISD Lesson Plan and Unit Plan by successfully loading plans into the Google Drive.

The campus will implement the research-based teaching practices while utilizing the district curriculum system (TRS).

The campus will involve teachers in the utilization of local assessments to identify disparities in instructional design.

Lockhart Junior High is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills and create a learning environment where all students and families are made to feel welcome. The environment of Lockhart Junior High is one where teachers feel supported by their teams and administration. Due to growth of our student population, two additional teaching positions, a nurse's assistant and hall monitor were added.

Personnel:

The campus will attract and retain highly qualified teachers who are aligned to the campus vision by offering solid mentoring, PLC model which provides support and ongoing awards and recognition.

The campus will treat faculty/staff as a valuable resource and provide professional development opportunities such as DuFour, Digital Technology, 7 Mindsets, along with district support.

The campus will implement collaborative structures (PLCs) to guide data driven decision making regarding instructional practices and provide collegial support.

The campus will support teacher growth (T-TESS) in the areas of planning, instruction, learning environment, and professional practice and responsibilities by providing initial training and ongoing support with goal setting meetings.

School Processes & Programs Strengths

PLC Data Conferences encouraged collaboration between administration, instructional coach and teachers to plan for next steps in meeting students' needs

- The master schedule and calendar maximized the amount of time spent on instruction.
- Master teachers and Instructional Coaches on campus provide professional development to staf
- Administering/Monitoring RenLearn Reading and Math for all students.
- Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.
- The processes and program strengths will ensure that every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices.
- The processes and program strengths will ensure there are high-quality teachers and staff in every classroom and throughout the school.
- Differentiated instruction for all learners.
- Created and implemented a schoolwide discipline and PBIS plan. All staff are part of the PBIS team.
- School librarian will continue a Project Lit community which will include students, parents and community members

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: LJHS parent participation is low at campus-wide events. **Root Cause:** Campus-wide events for community members have not always been offered in Spanish. The COVID-19 pandemic prevented the campus from hosting many face-to-face events.

Perceptions

Perceptions Summary

Parents, teachers, staff and students at Lockhart Junior High take pride in their school. The administration, teachers, and staff have worked hard to create a safe and positive environment with a strong focus on academic excellence. At LJHS we do not just focus on STAAR scores. We also focus on individual student growth. Our commitment is to keep student success at the center of all actions and decisions. Every Student, Every Day, Whatever It Takes is our motto. With the continued growth of our campus we have effectively used all spaces on campus to meet the needs of students, families and staff. Lockhart Junior High strives to build positive relationships with the students and families of our students. LJHS works very hard to create a learning environment that includes all family and community members. We make every effort to communicate in English and Spanish. We are implementing a structured discipline plan and PBIS systems to help improve student outcomes both behaviorally and academically.

Perceptions Strengths

We have recruited several teachers this school year and this has allowed us to create a truly diverse teaching staff that brings a wide range of skills which will contribute to rigorous classroom instruction and high expectations for all of our students.

The LJHS staff has worked diligently to provide a smooth beginning of the year for our new students as well as our returning students.

Implemented Positive Behavior Interventions and Support (PBIS) to teach behavior, school wide expectations, ways to be a positive influence at school, and in the community.

Continuation of 7 Mindsets Increased parent communication in both English and Spanish.

A variety of family events including Veteran's Day Celebration, Science Fair, Literacy Nights, Latino Literacy, Boy and Girls Night Out and End of Year Award's Ceremony.

LJHS has an open door policy and welcomes parent input and questions This year, LHJS admin will conduct grade level meetings every 6 weeks to reiterate campus-wide behavior policies and expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LJHS ended the school year with 1,561 in-school suspension placements for the 2019-2020 school year. **Root Cause:** Lack of consistent PBIS systems and discipline expectations for students and staff.

Priority Problem Statements





Goals

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 1: 70% of students will achieve 1.5 years of growth in reading.

Evaluation Data Sources: RenLearn Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit ELAR classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the ELAR department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 75% of teachers' students meeting 1.5 years of growth in reading by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: PLCs will show growth on the utilization of DuFour's PLC model</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 2: 70% of students will show academic growth on STAAR reading.

Evaluation Data Sources: STAAR Growth Measure

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit ELAR classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the ELAR department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 70% of teachers' students meeting growth measure on reading STAAR by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: 70% of teachers' students meeting growth measure on reading STAAR by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 3: 70% of students will achieve 1.5 years of growth in math.

Evaluation Data Sources: RenLearn Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 70% of students meeting 1.5 years of growth in math by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: PLCs will show growth on the utilization of DuFour's PLC model</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 4: 70% of students will show academic growth on STAAR math.

Evaluation Data Sources: STAAR Growth Measure





Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 70% of teachers' students meeting growth measure on math STAAR by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Math Department Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: 70% of teachers' students meeting growth measure on math STAAR by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 5: The campus will use a the ESL instructional framework as well as Sheltered Instruction strategies for developing speaking, listening, reading and writing.





Evaluation Data Sources: TEPAS Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will utilize implement a comprehensive case manager program focused on supporting students' linguistic growth.</p> <p>Strategy's Expected Result/Impact: 5% increase on the 2021-2022 TELPAS composite results</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 6: The campus will utilize differentiation strategies to support students receiving special education services and show academic growth.

Evaluation Data Sources: STAAR Growth





Strategy 1 Details	Reviews			
<p>Strategy 1: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Reading at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Math at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: LJHS students will engage in safe behaviors at school

Evaluation Data Sources: Discipline data, Panorama Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will implement a consistent PBIS program that focuses on rewarding positive student behaviors utilizing HERO</p> <p>Strategy's Expected Result/Impact: 5% increase in students feeling safe from BOY Panorama survey to EOY panorama survey.</p> <p>Staff Responsible for Monitoring: PBIS Administrator, PBIS Committee, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will see a 10% drop of student fights from the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: 5% increase in students feeling safe from BOY Panorama survey to EOY panorama survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: LJHS will see a 10% drop of students skipping class from the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: 10% drop of students skipping class.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Hall Monitor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: LJHS Admin will use a consistent disciplinary approach when making disciplinary decisions</p> <p>Strategy's Expected Result/Impact: 5% decrease in students feeling that consequences are implemented fairly from the beginning of the year discipline survey to end-of-year discipline survey.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: LJHS students will engage in in social emotional learning on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 60% of students demonstrating positive feelings, as indicated by the EOY Panorama Survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Communities in Schools Program Manager</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: LJHS students will engage in healthy practices.





Evaluation Data Sources: Attendance data, number of students participating in pre-athletics or athletics.

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will implement a consistent attendance monitoring program that focuses on rewarding positive student attendance while decreasing chronic absenteeism</p> <p>Strategy's Expected Result/Impact: 96% attendance every grading cycle.</p> <p>Staff Responsible for Monitoring: Attendance Committee, Administrator, Parent Liaison</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will see a 5% enrollment increase in athletic programs during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: LJHS students engaging in healthy lifestyles, decrease in disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Campus Principal, Athletic Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 3: LJHS parents will continue to support their child's educational endeavors





Evaluation Data Sources: Attendance at parental involvement events

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will work with the Executive Director of Communications to identify and hire a Parent Liaison</p> <p>Strategy's Expected Result/Impact: Support parental involvement initiatives</p> <p>Staff Responsible for Monitoring: Campus Principal, Executive Director of Communications</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will introduce a student-led conference program for 6th grade students.</p> <p>Strategy's Expected Result/Impact: Involve parents in the educational experiences of their children.</p> <p>Staff Responsible for Monitoring: Campus Principal, Parent Liaison, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: LJHS will host multiple parental involvement events during the 2021-2022 school year including 6th Grade Orientation, Open House, Elective Showcase / Course Offerings Information Session, student led conferences for 6th grade students, NJHS induction ceremonies, science fair, and ESL parent night.</p> <p>Strategy's Expected Result/Impact: Involve parents in the educational experiences of their children once a semester; increase the amount of parents on campus.</p> <p>Staff Responsible for Monitoring: Campus administration, Parent Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: LJHS will unlock every teacher's potential through targeted and strategic support.





Evaluation Data Sources: T-TESS Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Every teacher will meet with their T-TESS appraiser once every 6 weeks for strategic coaching and support focused on teachers' student and professional growth goals.</p> <p>Strategy's Expected Result/Impact: Teachers meeting their T-TESS student and professional growth goals</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: LJHS will support mentor teachers through strategic planning and support meetings once a month.





Evaluation Data Sources: New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will support new to profession teachers by continuing its new-to-profession induction program that meets once a month</p> <p>Strategy's Expected Result/Impact: New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New to profession teachers will engage in quarterly learning walks.</p> <p>Strategy's Expected Result/Impact: New to profession teachers learning about LJHS instructional structures and systems.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs, mentor</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: LJHS Will Develop Instructional Leadership Pathways for Teacher Leaders

Evaluation Data Sources: Individual coaching and support meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will be trained and mentored on how to effectively support teachers in their departments. Strategy's Expected Result/Impact: Campus engagement survey results indicating that teachers felt that they received timely feedback and felt supported by instructional leaders. Staff Responsible for Monitoring: Department administrator, department chairs 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher leaders will provide their department's teachers with instructional feedback utilizing a specific teacher-leader feedback tool. Strategy's Expected Result/Impact: Department chairs providing meaningful feedback to teachers in their department once a week Staff Responsible for Monitoring: Department administrator, department chairs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 75% of core-content PLCs will be teacher led by the end of the school year. Strategy's Expected Result/Impact: Develop instructional leadership capacity in teachers. Staff Responsible for Monitoring: Department administrator, department chairs 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Edgar Torres	Principal
Administrator	Dana Sidle	Associate Principal
Classroom Teacher	Courtney Ramirez	Teacher
Classroom Teacher	Jeffrey Baker	Teacher
Classroom Teacher	Patricia Barrientos	Teacher
Non-classroom Professional	Colette Ruppert	Counselor
Classroom Teacher	Juliana Riecss	Teacher
Classroom Teacher	Ann Valdespino	Teacher
Classroom Teacher	Jana Tafoya	Teacher
Classroom Teacher	Teara Duranleau	Teacher
Classroom Teacher	Kristin Everhart	Teacher
Business Representative	Carrie Smith	Business Representative
Parent	Lisa Goerlitz	Parent Representative

Addendums

Lockhart Independent School District
Lockhart High School
2021-2022 Campus Improvement Plan



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.

Table of Contents

Goals	4
Goal 1: The students and staff at Lockhart High School will be Locked on Excellence so that they achieve a relentless pursuit of results.	4
Goal 2: "Goal 2: The students and staff at Lockhart High School will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. "	7
Goal 3: Goal 3: The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.	10
Addendums	14





Goals

Goal 1: The students and staff at Lockhart High School will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: For the 2021-22 school year, LHS will earn an Academic Growth component score of 80 points or higher for English 2 STAAR EOC by May 2022

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all STAAR EOCs will demonstrate growth as compared to English 1 STAAR EOC. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Teachers will incorporate LISD's three focused differentiation strategies (sentence stems, visual word walls, flexible grouping) into lesson plans in all English 2 classes</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: T. Williams, L. Pilgrim</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: 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: T. Williams, L. Pilgrim</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: 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: T. Williams, L. Pilgrim</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 4: 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: T. Williams, L. Pilgrim</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 5: 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: T. Williams, L. Pilgrim</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: The students and staff at Lockhart High School will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 2: "Performance Objective 2:

For the 2021-22 school year, LHS will earn an Academic Growth component score of 80 points or higher for Algebra 1 STAAR EOC by May 2022"

Evaluation Data Sources: Evaluation Data Source:





Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all STAAR EOCs will demonstrate growth as compared to 8th grade Math STAAR. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Teachers will incorporate LISD's three focused differentiation strategies (sentence stems, visual word walls, flexible grouping) into lesson plans in all Algebra 1 classes</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: N. Moore, S. Maiorka</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: 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: N. Moore, S. Maiorka</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: 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: N. Moore, S. Maiorka</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 4: 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: N. Moore, S. Maiorka</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: The students and staff at Lockhart High School will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 3: For the 2021-22 school year, Lockhart High School will raise the Domain 1 CCMR Component score of 61 in 2020 to 74 or higher in 2022

Evaluation Data Sources: Success will be demonstrated when, by August 2022, LHS earns a Domain 1 CCMR Component score of 74 or higher

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: All CTE Scope and Sequences will be aligned to industry-based certification standards in each of the CTE Programs of Study Strategy's Expected Result/Impact: Students will attain industry-based certifications in strategic courses within their program of study. Staff Responsible for Monitoring: CCMR Advisors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Target students in grades 11 and 12 will participate in Texas College Bridge to fulfill college-ready requirements. Strategy's Expected Result/Impact: Students will meet college readiness standards in both ELA/reading and mathematics Staff Responsible for Monitoring: CCMR Advisors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Students will participate in SAT and ACT testing during the school day at LHS. Strategy's Expected Result/Impact: Students will score at or above college-ready levels Staff Responsible for Monitoring: CCMR Advisors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: All LHS anticipated 2022 graduates will have participated in an administration of the Texas Success Initiative (TSI) exam Strategy's Expected Result/Impact: "Students will meet college readiness standards in both ELA/reading and mathematics" Staff Responsible for Monitoring: CCMR Advisors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Students will be enrolled in Advanced Placement and college-level dual credit courses. Strategy's Expected Result/Impact: Students will score a 3 or higher on AP exams and complete dual credit courses. Staff Responsible for Monitoring: CCMR Advisors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: "Goal 2:





The students and staff at Lockhart High School will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. "

Performance Objective 1: Performance Objective 1:

During the 2021-22 school year, Lockhart High School will promote widespread student, family and community participation in campus activities, events, and committees.

Evaluation Data Sources: Evaluation Data Source:

Success will be demonstrated when communication regarding campus activities, events, and committees improves for all stakeholders. Participation rates will improve for student clubs and organizations as well as parent events and committees.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Teachers and leaders will expand student participation in various ways. Student clubs and committees will be held during Advisory period (#findyourpride)</p> <p>Strategy's Expected Result/Impact: Student interest data will be used to establish new clubs and participation rates will increase</p> <p>Staff Responsible for Monitoring: Crowley</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: LHS teachers and leaders will host parent conference days aimed at addressing the needs of high school parents. Conferences will be held at LHS and at ABS Elementary and offer sessions in both English and Spanish</p> <p>Strategy's Expected Result/Impact: Parents will attain the knowledge and skills to best support their high school students.</p> <p>Staff Responsible for Monitoring: Narvaez</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 4: Students will participate in Social Emotional Learning (SEL) and violence prevention curriculum during Advisory</p> <p>Strategy's Expected Result/Impact: Students will develop a sense of safety and belonging in school</p> <p>Staff Responsible for Monitoring: Guidance Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: "Goal 2:





The students and staff at Lockhart High School will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. "

Performance Objective 2: Performance Objective 2:

Lockhart High School will improve average daily attendance from a rate of 91% in 2020-21 to a rate of 95% or higher in 2021-22.

Evaluation Data Sources: Evaluation Data Source:

Success will be demonstrated when, at the end of the 2021-22 school year, the average daily attendance meets or exceeds 95% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Narvaez</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Narvaez</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: 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: Students will demonstrate improved attendance</p> <p>Staff Responsible for Monitoring: Narvaez</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: "Goal 2:





The students and staff at Lockhart High School will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. "

Performance Objective 3: Performance Objective 3:

Lockhart High School will continue to develop and promote compelling and aligned vision and mission statements focused on a safe environment and high expectations

Evaluation Data Sources: Evaluation Data Source:

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			
Strategy 1: Strategy 1: Regular campus climate surveys will be used to assess and measure progress on student and staff experiences. Strategy's Expected Result/Impact: Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators. Staff Responsible for Monitoring: Bacom	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Staff members will participate in a process of generating ideas for enacting the vision statement Strategy's Expected Result/Impact: New ways of promoting the vision will be developed and implemented Staff Responsible for Monitoring: Bacom	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: The vision statement will be present in meeting agendas, events, and in the school building Strategy's Expected Result/Impact: The vision will guide everyday decisions and will be seen it whenever you walk into the campus or virtually join campus Staff Responsible for Monitoring: Bacom	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3:





The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: Performance Objective 1:

During the 2021-2 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: Evaluation Data Source:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: Goal 3:





The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: Performance Objective 2:

For the 2021-22 school year, LHS will redesign campus leadership structures to promote a strong culture of distributive leadership and shared decision making that will provide more opportunities for staff to contribute to leadership outcomes.

Evaluation Data Sources: Evaluation Data Source:

For the 2021-22 school year, LHS will redesign campus leadership structures to promote a strong culture of distributive leadership and shared decision making that will provide more opportunities for staff to contribute to leadership outcomes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Campus and district leaders will shift staffing resources away from administration and closer to the students</p> <p>Strategy's Expected Result/Impact: Students and teachers will experience increased levels of support from leaders on campus</p> <p>Staff Responsible for Monitoring: Bacom</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: Newly redesigned positions will share some of the responsibilities traditionally held by administrators (Guidance Counselors, CCMR Advisors , Lever Leaders, Student Advocates)</p> <p>Strategy's Expected Result/Impact: Assistant Principals will have more flexibility to respond to the needs of teachers and students. Other staff will be better positioned to provide additional support.</p> <p>Staff Responsible for Monitoring: Bacom</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: Campus leaders will create a culture of shared decision making that will provide more opportunities for staff to contribute to leadership outcomes and improve the efficiency and effectiveness of formal and informal leaders on campus</p> <p>Strategy's Expected Result/Impact: Staff will feel recognized for the work that they do and that they have the appropriate training to be successful.</p> <p>Staff Responsible for Monitoring: Bacom</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Goal 3:





The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: Performance Objective 3:

By the end of the 2021-22 school year, LHS PLCs will demonstrate structures that facilitate a system of aligned formative assessment, a data inquiry cycle and a focus on student outcomes and that promotes a culture of continuous improvement.

Evaluation Data Sources: Evaluation Data Source:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2: 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: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: 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 receive targeted support based on individual needs. Students will demonstrate improved performance on identified standards.</p> <p>Staff Responsible for Monitoring: Lever Leaders, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Goal 3:





The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.

Performance Objective 4: Performance Objective 4:

During the 2021-22 school year, all LHS teachers will have a leader who supports them to improve their practice as a teacher

Evaluation Data Sources: Evaluation Data Source:

Success will be demonstrated when staff respond favorably to feedback surveys during the fall and spring semesters and when the rate of favorable responses improves between the fall and spring surveys. Classroom walkthrough data will show improvement on indicators that include the implementation of Fundamental 5 practices

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Leaders will develop a systematic approach to prioritizing and delivering teacher support Strategy's Expected Result/Impact: A target number of quality instructional interactions per leader each week will be conducted (goal setting, PowerWalks, observations, coaching conversations) Staff Responsible for Monitoring: Lever Leaders, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments. Teacher retention rates will improve. Staff Responsible for Monitoring: Lever Leaders, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff engagement surveys will be used to gather data and improve the implementation of feedback and support Strategy's Expected Result/Impact: Staff will indicate that they feel supported by leaders on campus and that the feedback they receive is useful and constructive. Staff Responsible for Monitoring: Lever Leaders, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff will engage in meaningful professional development activities and professional learning communities Strategy's Expected Result/Impact: The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments. Teacher retention rates will improve. Staff Responsible for Monitoring: Lever Leaders, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Addendums

**Lockhart Independent School District
Pride High School
2021-2022 Campus Improvement Plan**



Mission Statement

The mission of PRIDE High School (PHS) is to provide all students an opportunity to graduate through an alternative means. PHS focuses on individualized learning through a “blended” learning environment wherein coursework combines the use of quality student-centered Instruction with online curriculum delivered at a “goal-driven” pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning. PHS is the ideal choice for students who: wish to accelerate their learning because they are seeking to graduate early, are seeking to recover credits, or are simply seeking a smaller high school community.

Vision

PRIDE High School prepares students to become life-long learners and contributing members of our global society and the local community by providing a nurturing, challenging learning environment in which students can feel connected and successful while developing a strong sense of personal responsibility for their choices and actions.

Core Beliefs

All students can and should earn a high school diploma.

All students come with a unique set of strengths and weaknesses and can learn to enhance their strengths and find useful and constructive strategies to cope with their weaknesses.

Learning is a result of teacher and student choices.

Choices determine outcomes. If you choose a behavior, you inherently choose the outcome that is consequential to that behavior; therefore, you are responsible for your outcomes.

PRIDE stands for Personal Responsibility in Daily Effort.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.	17
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.	21
Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	25
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

- PRIDE High School (PHS) is LISD's Academic High School of Choice. PHS focuses on individualized learning through self-paced online curriculum blended with student-centered instruction utilizing Project Based Learning (PBL). PHS exists to serve students with many different stories who, for one reason or another, may not have found success in a more traditional setting. PHS is the ideal choice for students who wish to accelerate their learning because they are seeking to graduate early, those who are seeking to recover credits, or students who are simply seeking a smaller high school community.
- PHS was established in 1991
- Students that attend Lockhart High School (LHS) may be referred to PHS by their Counselor. Students may also contact PHS directly for application information or access the application online. Each student must complete the application and interview process.
- Potential PHS students must ...
 - Be in grades 10-12
 - Have a strong sense of self-motivation and need to succeed
 - Be able to work independently and in groups with more limited direct instruction than in a traditional setting.
- Potential PHS students may also ...
 - Be seeking early graduation
 - Have been retained at least one grade level
 - Have failed to earn credit in 2 or more courses required for graduation
- PHS enrollment numbers fluctuate throughout the year as students earn credits toward graduation. Students earn a diploma and graduate as they complete all credits and end of course exam requirements.
- PIEMS Snapshot Date Enrollment by Year:
 - 2013-14: 23
 - 2014-15: 24
 - 2015-16: 15
 - 2016-17: 22

- 2017-18: 47
 - 2018-19: 52
 - 2019-20: 80
 - 2020-21:
- Average Daily Attendance Rates by Year:
 - 2013-14: 91.60%
 - 2014-15: 87.48%
 - 2015-16: 85.29%
 - 2016-17: 81.01%
 - 2017-18: 82.82%
 - 2018-19: 82.00%
 - 2019-20: 89.14%
 - 2020-21: 89.79%

Demographics Strengths

The student population largely consists of local high school students who have mostly been educated in Lockhart ISD and surrounding schools such as Hays ISD, Luling ISD, Prairie Lea ISD and Austin ISD. All students who attend PRIDE High School chose to apply and were selected to enroll.

Student Achievement

Student Achievement Summary

PRIDE High School received an “A” rating for overall performance on state accountability for the 2019-2020 school year. Alternative standards are used to rate PHS. Only the “Student Achievement” domain is rated under this alternative accountability. The “School Progress” and “Closing the Gaps” domains are not rated.

The Student Achievement domain is calculated from three components at the percentages below:

- STAAR Performance 40%
- College, Career, & Military Readiness 40%
- Graduation Rate 20%

In 2019, PRIDE High School scored at the following levels on each component using alternative accountability standards:

- STAAR Performance 87 out of 100
- College, Career, & Military Readiness 85 out of 100
- Graduation Rate 90 out of 100

These numbers have remained the same for 19-20 and the 2020-21 school year due to COVID-19.

Student Achievement Strengths

STAAR EOC Performance Strengths from 18-19 School Year

Algebra 1: Approaches GL - 100%

Biology: Approaches GL - 93%

US History: Approaches GL - 100%

STAAR was waived for 19-20 school year.

STAAR scores for the 2020-21 school year are in need of improvement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores for Algebra 1, ELA 1, ELA 2 and US History are much lower than the district and are in need of improvement. **Root Cause:** We have a small percentage of students taking STAAR and many students were virtual for the majority of the school year.

School Culture and Climate

School Culture and Climate Summary

Students and teachers are recognizing and reinforcing a culture of academic focus and excellence. The PHS community understands that PHS faculty and staff are invested in students and their success. Students and staff have reported an overwhelming thankfulness for the PRIDE HS community. We focus primarily on respect, resourcefulness and responsibility.

School Culture and Climate Strengths

PHS has established a Student Advisory Council. Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended. We celebrate students regularly with graduation walks, "moving on up" during assemblies, movie nights, game nights, cookouts and celebrations for credits earned.

In the beginning of the year we conducted a student autonomy survey which shows 95% of students feel confident in taking responsibility for their learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance has historically been in the low 80's. In the 19-20 school year we saw a 7% increase. PRIDE HS continues to struggle with low attendance and continues to be the lowest in the district at 89%. **Root Cause:** PHS has not successfully established a culture of good attendance. Systems for responsive intervention are showing promise but needs to be continuously supported for greater improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PHS staff follow an explicit interview protocol when vacancies occur. The leadership team reviews applications and selects applicants for phone screening interviews. A Phone Screen Interview Protocol is used to conduct calls. The leadership team confers on the results of phone screening interviews to narrow the candidates for a round 1 interview. Before the interviews, TalentEd is used to schedule interview times. An email message is sent that includes details about the interview. During each interview, the Principal serves as the interview team leader. The Interview team members rotate through all questions taking one each in turn and score each answer based on the Interview Scoring Rubric. Teacher candidates present a mini-lesson (10-12 minutes) to the team and are also asked to complete an inbox activity that includes data analysis.

All positions for PHS are fully staffed as of early September. PHS faculty and staff have been retained except for one position, which needed to be filled because of a promotion. All teachers are certified and highly qualified.

Staff Quality, Recruitment, and Retention Strengths

PHS faculty and staff have been retained at a 92% rate. This is from one teacher taking a promotion to leadership role. Three positions were hired for, one of which was a new position from an internal candidate. That vacancy was filled as of early September and all teaching positions have been filled since the beginning of the year. All teachers are certified and highly qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PHS focuses on individualized learning through a “blended” learning environment. Coursework combines the use of quality student-centered instruction through the facilitation of PBL, 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.

The opportunity to work at an accelerated pace allows PHS students to move through course content at a pace that matches their level of readiness to demonstrate mastery. Upon completion of course requirements, students accrue credit and move on to new course content

An individualized learning plan is developed for each student that maps out a detailed path to meeting graduation goals. PHS teachers and leaders use frequent assessments to identify the instructional needs of students, develop differentiated and enhanced learning experiences, and identify the specific students that need additional support.

PHS students enrolled in courses associated with an EOC test participate in district checkpoint and benchmark assessments. Teachers use this data to adjust curriculum and instruction based on student needs.

PHS is continually developing the implementation of blended learning with project based learning.

Curriculum, Instruction, and Assessment Strengths

Teachers meet weekly as a Professional Learning Community to analyze data, adapt instruction, respond to student needs, and develop intervention/reteach plans. Each department also met weekly to discuss instruction, student progress, discipline and other relevant topics. The low class size and self-paced model promotes a closer relationship from teacher to student to deliver meaningful instruction to all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Measuring and monitoring the success of project based learning has been a challenge. Rubrics will be utilized to track growth of student learning. **Root Cause:** Did not have a clear system or framework developed to conduct assessment as a whole in PBL. PHS is continually improving with its PBL implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

PHS uses the school website, Parent Square, Twitter, Instagram and Facebook to communicate with parents, families, and the community. All parent communication via Parent Square is in both English and Spanish. Parent and community representatives participate in the Campus Advisory Team.

Parent and Community Engagement Strengths

Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended. Other events have included movie nights, game nights, and graduation walks for parents to get involved and celebrate with their families.

PHS is in the process of creating and maintaining a PTO as well as support for the 30 year anniversary event.

School Context and Organization

School Context and Organization Summary

Instructional time is maximized through the master schedule by providing increased time for students attempting EOC exams. Credit recovery opportunities are provided through Edgenuity lab sections. Each teacher holds a weekly support meeting with administration during planning time. All teachers meet as a PLC once weekly. Each teacher holds weekly tutoring hours either before or after school.

Both individual teacher and whole staff classroom management plans are developed by teachers. Plans include procedures used to reduce overuse of discipline practices that remove students from the classroom based on restorative discipline models.

Both the PLC and the Campus Advisory Team are used to review goals for the campus and the district. Target areas are stated as measurable performance objectives. Multiple data sources are used throughout the year to monitor progress every three weeks. Goals, performance objectives and strategies are communicated during PLC and CAT meetings. Formative reviews are conducted quarterly and summative reviews are conducted at the end of each year.

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment.

School Context and Organization Strengths

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment. All staff members work well as a team to support the needs of all students with a "whatever it takes" mind-set.

Technology

Technology Summary

Each PHS student is assigned a Chromebook to use throughout the day. The Chromebooks support the blended learning experiences by providing access to Edgenuity, Google Classroom and other applications. Every classroom is equipped with a presentation TV and a document camera.

Technology Strengths

Every student has a chromebook to complete all of their work on edgenuity and google classroom as well as conduct research and submit assignments utilizing the G-Suite.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data

- Dyslexia Data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 1: For the 2021-22 school year, PRIDE High School will earn an Academic Growth component score of 80 points or higher for Algebra 1 STAAR EOC and English II by May 2022

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all STAAR EOCs will demonstrate growth as compared to 8th Grade math or previous Algebra 1 STAAR EOC attempts. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of PBL such as flexible groupings and use of technology) with self-paced online curriculum delivery.</p> <p>Strategy's Expected Result/Impact: increased student scores on PBL and EOC</p> <p>Staff Responsible for Monitoring: Principal</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Principal 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: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning, flexible groupings and use of technology. Principal will work with teachers to provide targeted feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Student preparation for Algebra EOC for increased scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on data analysis, teachers and Principal will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p> <p>Strategy's Expected Result/Impact: Focused learning to help increase student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: 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>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 2: For the 2020-21 school year, all PRIDE High School students will score "at Standard" on all PBL Presentation rubrics by May 2022.

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all PBL Presentations will demonstrate growth as compared to the beginning of the year. Students will demonstrate improved success on project checkpoints and presentations throughout the year to be "at standard."





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 PBL such as flexible groupings and use of technology) with self-paced online curriculum delivery.</p> <p>Strategy's Expected Result/Impact: increased student scores on PBL and EOC</p> <p>Staff Responsible for Monitoring: Principal</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Principal 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: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning, flexible groupings and use of technology. Principal will work with teachers to provide targeted feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Student preparation for Algebra EOC for increased scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on data analysis, teachers and Principal will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p> <p>Strategy's Expected Result/Impact: Focused learning to help increase student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: 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>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

Performance Objective 3: For the 2021-22 school year, PRIDE High School will raise the Domain 1 CCMR Component score of 10 in 2021 to 20 or higher in 2022

Evaluation Data Sources: Success will be demonstrated when, by August 2022, PHS earns a Domain 1 CCMR Component score of 20 or higher





Strategy 1 Details	Reviews			
<p>Strategy 1: All PHS anticipated 2021-22 graduates will have an opportunity to participate in an administration of the Texas Success Initiative (TSI) exam</p> <p>Strategy's Expected Result/Impact: Increased students performing successfully on the TSI exam</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All PHS students will be provided opportunities to participate in an administration of the ASVAB exam</p> <p>Strategy's Expected Result/Impact: Increased student performance on the ASVAB</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided the opportunity to attain industry-based certifications in strategic courses such as OSHA 30, Adobe Photoshop, Microsoft Word/Excel and Servsafe Manager.</p> <p>Strategy's Expected Result/Impact: Offer industry based certifications at Pride High School, increase CCMR points</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: During the 2021-22 school year, PRIDE High School will promote widespread student, family and community participation in campus activities, events, and committees.

Evaluation Data Sources: Success will be demonstrated when recruitment and participation in campus activities, events, and committees improves for all stakeholders. PHS will host events that will provide opportunities for the community to participate such as (Student Advisory Committee), PTO, parent event nights and the 30 year anniversary celebration. PRIDE will host at least 4 events throughout the year, 2 in the Fall and 2 in the Spring, including Open House, Holiday Events and the 30 year anniversary.

Strategy 1 Details	Reviews			
<p>Strategy 1: A family outreach committee will be formed to strategize communication for parental participation such as a formation of a PTO and support with 30 year anniversary celebration.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and support</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student advisory committee will be formed with a goal of developing student leaders. and creating incentives and events for PHS students.</p> <p>Strategy's Expected Result/Impact: Student leadership and involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom community will be built through the implementation of Xello for each student to determine plans for students as well as through student choice of learning modalities with PBL.</p> <p>Strategy's Expected Result/Impact: Classroom community and culture</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: The SEL of every student will be supported through small group meetings with the Counselor, advisory lessons once a week, and the creation of a reading pull-out room known as the Literature Lab.</p> <p>Strategy's Expected Result/Impact: Reading and culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: PRIDE High School will improve average daily attendance from a rate of 90% in 2020-21 to a rate of 95% or higher in 2021-22.

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, the average daily attendance meets or exceeds 95% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.





Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: The Attendance Team will use letters, social media, assemblies and personal phone calls to communicate the importance of attendance for student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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: Increased attendance and culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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: Monitor attendance, earned credits and truancy</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

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, such as house visits, attendance incentives rewards etc.</p> <p>Strategy's Expected Result/Impact: Increased attendance and culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: During the 2021-2 school year, PRIDE High School students will take ownership of their credit completion by reflecting on their learning data and using it to set goals for growth in all subject areas.





Evaluation Data Sources: Success will be measured on the success of Edgenuity Goal Setting, reflection on PBL projects, and high level of ownership demonstrated by student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher advisors will meet with students to establish goal setting pacing guides for credit completion. Students will demonstrate ownership by identifying their level of ownership towards progress to graduation</p> <p>Strategy's Expected Result/Impact: Student ownership</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will meet with students to effectively track credit completion and course sequencing</p> <p>Strategy's Expected Result/Impact: credit tracking, graduation</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3: Students will reflect on learning from PBL utilizing self reflection rubrics</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: By the end of the 2021-22 school year, PRIDE High School PLCs will demonstrate structures that facilitate a system of professional development for PBL unit planning, rubric creation, authentic audience presentations, data inquiry cycle and a focus on student outcomes and that promotes a culture of continuous improvement.





Evaluation Data Sources: Success will be measured by improvement in student presentation rubric scores over time. Success will also be measured by FSGPT, CW and Flexible Grouping data measuring at accomplished and distinguished for all teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Summer training on PBL with PBL works Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC structure to focus on professional development of PBL based off of classroom walkthroughs, rubric writing and evaluating student work Strategy's Expected Result/Impact: Focused planning meetings, increased PBL effectiveness Staff Responsible for Monitoring: Principal 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PLC structure will focus on data inquiry of both EOC growth scores and PBL assessment on presentation rubrics. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: During the 2021-22 school, PRIDE High School teachers will receive weekly feedback on classroom instruction, classroom management and planning to support the implementation of collaborative PBL schoolwide.

Evaluation Data Sources: Success will be measured by an increase in teacher growth and learning as evidenced by the walkthrough rubric as well as teachers achieving their individual goals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduled weekly walkthroughs for each teacher to support teacher development and growth utilizing walkthrough rubrics</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Scheduled bi-weekly coaching meetings to discuss walkthrough data, observations and next steps for student and teacher growth.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide feedback to Principal on how they are feeling towards their own learning and growth with PBL.</p> <p>Strategy's Expected Result/Impact: Increased staff culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Addendums

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:

Substitute Stipend Schedule **Exhibit A**

Below are the substitute coverage rates for the 2021-2022 school year.

Elementary:			
Split by # of Teachers	2 teacher split:	3 teacher split:	No split/2 full classes at one time:
	Half Day: \$25.00	Half Day: \$16.66	Half Day: \$50.00
	Full Day: \$50.00	Full Day: \$33.33	Full Day: \$100.00
4.5 hours or less = Half Day			
5 hours or more = Full Day			
Secondary:			
Half a class period: \$12.50	Full class period: \$25.00		
Please note that all employees will be asked to take on additional duties; therefore compensation should not be expected. The district is only compensating employees who are covering classes in addition to their primary position.			

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

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

WHEREAS, the COVID-19 global pandemic has resulted in a high level of instructional employee absences due to personal illness, care of a close family member or minor child with the virus, or being quarantined due to a close contact with an individual who has a lab-confirmed positive case of the virus;

WHEREAS, instructional staff who test positive or who have been in close contact with an individual who has a lab-confirmed positive case of the virus will likely be absent, at a minimum, ten instructional days;

WHEREAS, the District has been unable to secure quality substitute teachers necessary to ensure continued supervisor and quality instruction of District students;

WHEREAS, the District recognizes the need to maintain quality instruction for all students when a class’s teacher of record is absent for numerous days;

WHEREAS, these challenges and a number of other factors have contributed to the need for District instructional employees to perform additional duties not contemplated or agreed upon under the instructional employees’ current employment contracts;

WHEREAS, the Lockhart Independent School District Board of Trustees believes that the District’s educational mission and thus its public purpose is served by current committed, experienced and skilled instructional employees providing substitute coverage when their colleagues are absent, in addition to the employee’s current contractual duties; and,

WHEREAS, the Lockhart Independent School District Board of Trustees finds that establishing a COVID-19 Substitute Stipend for instructional staff who perform extra substitute duties will further the District’s stated public purpose, and as set forth herein, and will establish sufficient controls to ensure that this public purpose and the attendant benefit to the District is achieved.

NOW, THEREFORE, BE IT RESOLVED :

1. That the Lockhart ISD COVID-19 Substitute Stipend will provide supplemental pay to instructional employees as set out in the Substitute Stipend schedule, attached hereto as **Exhibit A**;
2. That the COVID-19 Substitute Stipend will be in effect through the remainder of the 2021-2022 school year.

3. That the daily rate of pay for substitute teachers who are not currently permanent, full-time instructional employees of the District shall receive the long-term substitute rate with an increase of \$20.00 for time periods and days determined by the Superintendent.

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

PASSED, APPROVED, AND ADOPTED BY THE BOARD OF TRUSTEES OF THE LOCKHART INDEPENDENT SCHOOL DISTRICT, this 27th day of September 2021 as follows:

Ayes: _____ Nays: _____ Abstentions: _____

Signed: _____

President, LISD Board of Trustees

Attested to: _____

Secretary, LISD 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:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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:

Resolution of the Board Regarding Local Remote Learning Program

WHEREAS, pursuant to Education Code 29.9091, a district may operate a local remote learning program in accordance with the statutory requirements;

WHEREAS, pursuant to Education Code 25.9091(c), a district offering a local remote learning program may provide a virtual course through remote synchronous instruction, asynchronous instruction, or a combination of synchronous and asynchronous instruction, and proposed amendments to the *Student Attendance Accounting Handbook* provide that a board-approved local policy determines which instructional methods and attendance-taking methods the district will use.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Lockhart Independent School District through this resolution, which has the effect of board-adopted policy, approves the following provisions:

- The Board authorizes the District to operate a local remote learning program as permitted by law and employ the following instructional and attendance-taking methods in providing its remote learning program:
 - A combination of remote synchronous and asynchronous instruction, with daily attendance for synchronous instruction taken at 9:30 am for grade KG - 5 and 9:55 am for grade 6 and attendance for asynchronous instruction determined through a daily attendance measure as described in the District's asynchronous instructional plan.

The authority granted by this resolution shall apply for the 2021–22 school year, unless the Board takes further action.

Adopted this 27th day of September, 2021, by the Board of Trustees.

Presiding Officer

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:

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:

Caldwell County Appraisal District

DATE: August 24, 2021
TO: Taxing Unit Presiding Officers
FROM: Shanna Ramzinski, Chief Appraiser
RE: Nomination of Appraisal District Directors

RECEIVED
AUG 26 2021
Corinne Yanez

Dear Members:

Nominations for directors of the Caldwell County Appraisal District for the 2022-2023 term are to be submitted to the chief appraiser on or before **October 15, 2021**. Each taxing unit may nominate one candidate for each position to be filled. All five positions are available for selection, therefore, each unit may nominate up to five candidates.

A director must reside in the appraisal district for at least two years immediately preceding the date he or she takes office, and must not have delinquent property taxes. An employee of a taxing unit is not eligible to serve as a director unless the employee is also an elected official.

The presiding officer of the taxing unit submits the names and addresses of the nominees by written resolution to the chief appraiser by October 15, 2021. Names submitted after this date will not be listed on the ballot. The resolution must be adopted by majority vote of your taxing unit's governing body. Each unit will then receive a ballot before October 30, 2021.

Enclosed you will find the voting entitlement for each of the voting taxing units. Please submit nominees only at this time.

I have enclosed a document outlining the steps in the selection process and a copy of the Property Tax Code regarding eligibility

Please call on me if you have any questions about the selection process.

Sincerely,


Shanna Ramzinski
Chief Appraiser

Encl; Vote allocation
Process letter
Tax Code §6.03



211 Bufkin Ln
P.O. Box 900
Lockhart, Texas 78644
United States

PHONE (512) 398-5550
FAX (512) 398-5551
E-MAIL general@caldwellcad.org
WEB SITE www.caldwellcad.org

VOTE ALLOCATION FOR BOARD OF DIRECTORS SELECTION 2022-2023 TERM

ROUNDED

TAXING UNIT	2020	/	ALL LEVIES	=	Quotient	X	1000	=	Product	X	# Members	=	VOTES	VOTES
CALDWELL COUNTY	\$20,341,323.35	/	\$59,516,208.45	=	0.34177788	X	1000	=	341.8	X	5	=	1708.9	1709
CITY LOCKHART	\$5,196,719.41	/	\$59,516,208.45	=	0.08731604	X	1000	=	87.3	X	5	=	436.6	437
CITY LULING	\$1,450,967.59	/	\$59,516,208.45	=	0.02437937	X	1000	=	24.4	X	5	=	121.9	122
CITY MARTINDALE	\$344,303.27	/	\$59,516,208.45	=	0.00578503	X	1000	=	5.8	X	5	=	28.9	29
CITY MUSTANG RIDGE	\$131,501.89	/	\$59,516,208.45	=	0.00220951	X	1000	=	2.2	X	5	=	11.0	11
CITY NIEDERWALD	\$36,528.99	/	\$59,516,208.45	=	0.00061377	X	1000	=	0.6	X	5	=	3.1	3
CITY OF SAN MARCOS	\$212,978.92	/	\$59,516,208.45	=	0.0035785	X	1000	=	3.6	X	5	=	17.9	18
CITY OF UHLAND	\$28,604.42	/	\$59,516,208.45	=	0.00048062	X	1000	=	0.5	X	5	=	2.4	2
LOCKHART ISD	\$20,925,978.58	/	\$59,516,208.45	=	0.35160134	X	1000	=	351.6	X	5	=	1758.0	1758
LULING ISD	\$6,129,059.23	/	\$59,516,208.45	=	0.10298135	X	1000	=	103.0	X	5	=	514.9	515
PRAIRIE LEA ISD	\$1,133,406.29	/	\$59,516,208.45	=	0.01904366	X	1000	=	19.0	X	5	=	95.2	95
HAYS ISD	\$577,289.35	/	\$59,516,208.45	=	0.0096997	X	1000	=	9.7	X	5	=	48.5	48
GONZALES ISD	\$408,611.73	/	\$59,516,208.45	=	0.00686555	X	1000	=	6.9	X	5	=	34.3	34
SAN MARCOS ISD	\$2,284,118.71	/	\$59,516,208.45	=	0.0383781	X	1000	=	38.4	X	5	=	191.9	192
WEALDER ISD	\$271,864.71	/	\$59,516,208.45	=	0.00456791	X	1000	=	4.6	X	5	=	22.8	23
AUSTIN COM COLLEGE	\$42,952.01	/	\$59,516,208.45	=	0.00072169	X	1000	=	0.7	X	5	=	3.6	4
TOTAL	\$59,516,208.45		\$59,516,208.45										5000	5000

* = Not including Plumcreek Conservation and Plumcreek Underground

Caldwell-Hays ESD1, Gonzales UWD, Caldwell ESD2, Caldwell ESD3, Caldwell ESD4

* = Only Levy within Caldwell County PTC 6.03d

STEPS IN THE VOTING PROCESS TO ELECT DIRECTORS OF THE CALDWELL COUNTY APPRAISAL DISTRICT

- 1 Chief appraiser delivers written notice of nominations process and voting entitlement before October 1, 2021 to:
 - County Judge
 - County Commissioners
 - Mayors
 - City Managers
 - City Secretaries (if no city manager)
 - School Board Presidents
 - School Superintendents
- 2 Governing body adopts resolution nominating from one to five candidates for directors.
- 3 Presiding officer of governing body submits the resolution naming the unit's nominees to the chief appraiser no later than October 15, 2021.
- 4 Chief Appraiser delivers ballot to the presiding officer of each governing body before October 30, 2021.
- 5 Governing body determines its vote by resolution and submits it to the chief appraiser no later than December 15, 2021.
- 6 Chief appraiser counts the votes, declares the five candidates who receive the most votes elected, and submits the results to the governing bodies and the candidates before December 31, 2021.

minerals for purposes of ad valorem taxation by calculating the percentage of surface acres in the county and applying that percentage to the mineral interest; its burden under Tex. Tax Code Ann. § 21.01 to prove the situs of the taxable property allowed it to tax only minerals actually in the county, in accordance with the provisions of Tex. Const. art. VIII, § 11 and Tex. Const. art. VIII, § 20 for property to be assessed at fair market

value in the county where situated, and of Tex. Tax Code Ann. § 6.01(a), (b) and Tex. Tax Code Ann. § 6.02(a) for an appraisal district in each county. *Devon Energy Prod., L.P. v. Hockley County Appraisal Dist.*, 178 S.W.3d 879, 169 Oil & Gas Rep. 78, 2005 Tex. App. LEXIS 9177 (Tex. App. Amarillo Nov. 3, 2005, no pet.).

ATTORNEY GENERAL OPINIONS

Analysis

Jurisdiction.
Savings Clause.

Jurisdiction.

Despite the enactment of House Bill 1010 by the Eightieth Legislature, an appraisal district operating in overlapping territory by operation of Tex. Tax Code Ann. § 6.02(b) retains authority to hear and determine pending corrective motions and taxpayer protests concerning property in that territory that relate to the 2007, or prior, tax year. 2008 Tex. Op. Att’y Gen. GA-0631, 2008 Tex. AG LEXIS 45.

Savings Clause.

After the 2007 legislation that altered the legal framework for appraising property for ad valorem taxation in taxing units located in more than one county, an appraisal district is still responsible for litigation filed against it prior to January 1, 2008, and involving property that is no longer in its appraisal district; the general savings clause continues in effect relevant portions of Tex. Tax Code Ann. § 6.02, such that a taxing district has continuing authority to defend itself in the pending litigation, and a taxing unit has a continuing obligation to pay the related costs. 2008 Tex. Op. Att’y Gen. GA-0590, 2008 Tex. AG LEXIS 2.

Sec. 6.025. Overlapping Appraisal Districts; Joint Procedures [Repealed].

Repealed by Acts 2007, 80th Leg., ch. 648 (H.B. 1010), § 5(3), effective January 1, 2008.

HISTORY: Enacted by Acts 1995, 74th Leg., ch. 186 (H.B. 623), § 1, effective January 1, 1996; am. Acts 1997, 75th Leg., ch. 1357 (H.B. 670), § 1, effective January 1, 1998; am. Acts 1999, 76th Leg., ch. 250 (H.B. 1037), § 1, 2, effective January 1, 2000; am. Acts 2003, 78th Leg., ch. 455 (H.B. 703), § 1, effective January 1, 2004; am. Acts 2003, 78th Leg., ch. 1041 (H.B. 1082), § 1, effective January 1, 2004.

ATTORNEY GENERAL OPINIONS

Overlapping Districts.

With respect to property lying in overlapping appraisal districts, section 6.025(d) of the Tax Code requires the chief appraiser of each of the overlapping districts to enter in the

appraisal records the lowest values, appraised and market, listed by any of the overlapping districts. 2004 Tex. Op. Att’y Gen. GA-0283.

Sec. 6.03. Board of Directors.

(a) The appraisal district is governed by a board of directors. Five directors are appointed by the taxing units that participate in the district as provided by this section. If the county assessor-collector is not appointed to the board, the county assessor-collector serves as a nonvoting director. The county assessor-collector is ineligible to serve if the board enters into a contract under Section 6.05(b) or if the commissioners court of the county enters into a contract under Section 6.24(b). To be eligible to serve on the board of directors, an individual other than a county assessor-collector serving as a nonvoting director must be a resident of the district and must have resided in the district for at least two years immediately preceding the date the individual takes office. An individual who is otherwise eligible to serve on the board is not ineligible because of membership on the governing body of a taxing unit. An employee of a taxing unit that participates in the district is not eligible to serve on the board unless the individual is also a member of the governing body or an elected official of a taxing unit that participates in the district.

(b) Members of the board of directors other than a county assessor-collector serving as a nonvoting director serve two-year terms beginning on January 1 of even-numbered years.

(c) Members of the board of directors other than a county assessor-collector serving as a nonvoting director are appointed by vote of the governing bodies of the incorporated cities and towns, the school districts, the junior college districts, and, if entitled to vote, the conservation and reclamation districts that participate in the district and of the county. A governing body may cast all its votes for one candidate or distribute them among candidates for any number of directorships. Conservation and reclamation districts are not entitled to vote unless at least one conservation and reclamation district in the district delivers to the chief appraiser a written request to nominate and vote on the board of directors by June 1 of each odd-numbered year. On receipt of a request, the chief appraiser shall certify a list by June 15 of all eligible conservation and reclamation districts that are imposing taxes and that participate in the district.

(d) The voting entitlement of a taxing unit that is entitled to vote for directors is determined by dividing the total dollar amount of property taxes imposed in the district by the taxing unit for the preceding tax year by the sum of the total dollar amount of property taxes imposed in the district for that year by each taxing unit that is entitled to vote, by multiplying the quotient by 1,000, and by rounding the product to the nearest whole number. That number is multiplied by the number of directorships to be filled. A taxing unit participating in two or more districts is entitled to vote in each district in which it participates, but only the taxes imposed in a district are used to calculate voting entitlement in that district.

(e) The chief appraiser shall calculate the number of votes to which each taxing unit other than a conservation and reclamation district is entitled and shall deliver written notice to each of those units of its voting entitlement before October 1 of each odd-numbered year. The chief appraiser shall deliver the notice:

(1) to the county judge and each commissioner of the county served by the appraisal district;

(2) to the presiding officer of the governing body of each city or town participating in the appraisal district, to the city manager of each city or town having a city manager, and to the city secretary or clerk, if there is one, of each city or town that does not have a city manager;

(3) to the presiding officer of the governing body of each school district participating in the district and to the superintendent of those school districts; and

(4) to the presiding officer of the governing body of each junior college district participating in the district and to the president, chancellor, or other chief executive officer of those junior college districts.

(f) The chief appraiser shall calculate the number of votes to which each conservation and reclamation district entitled to vote for district directors is entitled and shall deliver written notice to the presiding officer of each conservation and reclamation district of its voting entitlement and right to nominate a person to serve as a director of the district before July 1 of each odd-numbered year.

(g) Each taxing unit other than a conservation and reclamation district that is entitled to vote may nominate by resolution adopted by its governing body one candidate for each position to be filled on the board of directors. The presiding officer of the governing body of the unit shall submit the names of the unit's nominees to the chief appraiser before October 15.

(h) Each conservation and reclamation district entitled to vote may nominate by resolution adopted by its governing body one candidate for the district's board of directors. The presiding officer of the conservation and reclamation district's governing body shall submit the name of the district's nominee to the chief appraiser before July 15 of each odd-numbered year. Before August 1, the chief appraiser shall prepare a nominating ballot, listing all the nominees of conservation and reclamation districts alphabetically by surname, and shall deliver a copy of the nominating ballot to the presiding officer of the board of directors of each district. The board of directors of each district shall determine its vote by resolution and submit it to the chief appraiser before August 15. The nominee on the ballot with the most votes is the nominee of the conservation and reclamation districts in the appraisal district if the nominee received more than 10 percent of the votes entitled to be cast by all of the conservation and reclamation districts in the appraisal district, and shall be named on the ballot with the candidates nominated by the other taxing units. The chief appraiser shall resolve a tie vote by any method of chance.

(i) If no nominee of the conservation and reclamation districts receives more than 10 percent of the votes entitled to be cast under Subsection (h), the chief appraiser, before September 1, shall notify the presiding officer of the board of directors of each conservation and reclamation district of the failure to select a nominee. Each conservation and reclamation district may submit a nominee by September 15 to the chief appraiser as provided by Subsection (h). The chief appraiser shall submit a second nominating ballot by October 1 to the conservation and reclamation districts as provided by Subsection (h). The conservation and reclamation districts shall submit their votes for nomination before October 15 as provided by Subsection (h). The nominee on the second nominating ballot with the most votes is the nominee of the conservation and reclamation districts in the appraisal district and shall be named on the ballot with the candidates nominated by the other taxing units. The chief appraiser shall resolve a tie vote by any method of chance.

(j) Before October 30, the chief appraiser shall prepare a ballot, listing the candidates whose names were timely submitted under Subsections (g) and, if applicable, (h) or (i) alphabetically according to the first letter in each candidate's surname, and shall deliver a copy of the ballot to the presiding officer of the governing body of each taxing unit that is entitled to vote.

(k) The governing body of each taxing unit entitled to vote shall determine its vote by resolution and submit it to the chief appraiser before December 15. The chief appraiser shall count the votes, declare the five candidates who receive the largest cumulative vote totals elected, and submit the results before December 31 to the governing body of each taxing unit in the district and to the candidates. For purposes of determining the number of votes received by the candidates, the candidate receiving the most votes of the conservation and reclamation districts is considered to have received all of the votes cast by conservation and reclamation districts and the other candidates are considered not to have received any votes of the conservation and reclamation districts. The chief appraiser shall resolve a tie vote by any method of chance.

(l) If a vacancy occurs on the board of directors other than a vacancy in the position held by a county assessor-collector serving as a nonvoting director, each taxing unit that is entitled to vote by this section may nominate by resolution adopted by its governing body a candidate to fill the vacancy. The unit shall submit the name of its nominee to the chief appraiser within 45 days after notification from the board of directors of the existence of the vacancy, and the chief appraiser shall prepare and deliver to the board of directors within the next five days a list of the nominees. The board of directors shall elect by majority vote of its members one of the nominees to fill the vacancy.

(m) [Repealed by Acts 2007, 80th Leg., ch. 648 (H.B. 1010), § 5(4), effective January 1, 2008.]

HISTORY: Enacted by Acts 1979, 66th Leg., ch. 841 (S.B. 621), § 1, am. Acts 1981, 67th Leg., 1st C.S., ch. 13 (H.B. 30), §§ 15, 167(a), effective January 1, 1982; am. Acts 1987, 70th Leg., ch. 59 (S.B. 469), § 1, effective September 1, 1987; am. Acts 1987, 70th Leg., ch. 270 (H.B. 268), § 1, effective August 31, 1987; am. Acts 1989, 71st Leg., ch. 1123 (H.B. 2301), § 2, effective January 1, 1990; am. Acts 1991, 72nd Leg., ch. 20 (S.B. 351), § 15, effective August 26, 1991; am. Acts 1991, 72nd Leg., ch. 371 (H.B. 864), § 1, effective



LOCKHART INDEPENDENT SCHOOL DISTRICT

419 Bois D'Arc Street • Lockhart, Texas 78644 • phone: 512.398.0000 • fax: 512.398.0031
www.lockhart.isd.org

RESOLUTION TO NOMINATE CANDIDATE(S) TO 2022-2023 TERM ON CALDWELL COUNTY APPRAISAL DISTRICT BOARD OF DIRECTORS

WHEREAS, there exists a 2022-2023 Term on the Board of Directors of the Caldwell County Appraisal District,

WHEREAS, pursuant to Texas Tax Code Section 6.03(l), the Lockhart Independent School District Board of Trustees may nominate a candidate(s) by resolution to the 2022-2023 Term,

NOW THEREFORE BE IT RESOLVED that The Board of Trustees of the Lockhart Independent School District does hereby nominate:

Name: _____	Address: _____
Name: _____	Address: _____
Name: _____	Address: _____
Name: _____	Address: _____
Name: _____	Address: _____

To the 2022-2023 Term on the Board of Directors of the Caldwell County Appraisal District.

PASSED AND APPROVED this 27th of September 2021.

Steve Johnson
Board President

ATTEST:

Warren Burnett
Board Secretary