

**The Lockhart Independent School District
Board of Trustees
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,
Lockhart, TX 78644
Regular Meeting, December 13, 2021 – 6:30 PM**

Notice is hereby given that on December 13, 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. Recognitions
 - A. Common Sense Media School Honorees
 - B. Academic All-State Football
5. Public Hearing
 - A. Public Hearing to Discuss the School Financial Integrity Rating System of Texas (FIRST) Rating for 2021-2022 3
6. Public Comment
7. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to 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) and Texas Government Code Section 551.087 (Deliberation Regarding Economic Development Negotiations) specifically to discuss:
 1. Superintendent's Monthly Performance Review
 2. Discussion regarding commercial or financial information that the District has received from a business prospect that the District seeks to have locate, stay or expand in the District and with which the District is conducting economic development negotiations, or to discuss the offer of a financial or other incentive to a business seeking to locate, stay or expand in the District
 3. Discussion with legal counsel regarding legal issues related to potential Chapter 313 Agreement
8. BUSINESS: CONSENT AGENDA
 - A. Approval of Minutes:
 1. November 15, 2021 16
 - B. Approve Child Care Local Match Agreement 20
 - C. Approve Budget Amendments 36
 - D. Review Tax Collection Report 39
 - E. Review Cash Investments Report 42
9. COMMUNICATION:
 - A. Student Demographic Projections Report 45
 - B. Progress Monitoring Data on District Achievement Targets 47
 - C. District Improvement Plan and Campus Improvement Plan Formative Review Update 49
 - D. 2022-2023 Budget Planning Calendar 263

E. Board President and Superintendent Teacher Forum Update	266
10. COMMUNICATION/ACTION:	
A. Consider and/or Approve Discontinuance of Teachers Retirement Services (TRS) ActiveCare Insurance	268
B. Consideration and possible action to adopt Board Resolution approving a one-time COVID-19 Pandemic Staff Retention Incentive for each permanent staff member	272
11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*	
12. BENEDICTION	
13. ADJOURNMENT	

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

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

Texas Government Code Section:

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

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

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

On this day of Friday, December 10, 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.

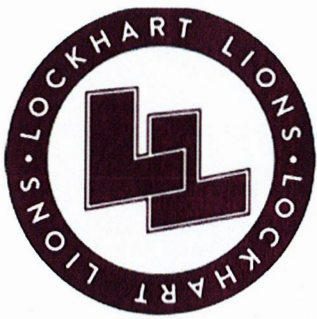
AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



OFFICE OF BUSINESS AND FINANCE

Lockhart ISD • 105 S. Colorado St. • Lockhart, Texas 78644 • phone: 512.398.0000 • fax: 512.398.0021
www.lockhartisd.org

December 13, 2021

Lockhart ISD Board of Trustees and Superintendent Estrada,

I am pleased to present the Schools Financial Integrity Rating System of Texas (FIRST) report for the 2019-20 school year. There are four ratings that TEA could assign. Lockhart ISD has received the highest rating, with a perfect score, A=Superior for the fiscal year 2019-2020. The report is always one fiscal year behind because the 2020-2021 fiscal year has not been reported to the Texas Education Agency yet, due to normal reporting time lines.

Since the Schools FIRST rating inception in 2003 for the 2001-2002 school year, Lockhart ISD has received the highest rating each year. The administration is very proud of this achievement.

The Texas Administrative Code, Title 19, Section 109.1001(I) includes the rules regarding disclosures of information to the public, including a comparison between Lockhart ISD and state standards, as well as reimbursements and gifts to the School Board and the Superintendent. It also requires the disclosure of the current Superintendent's contract. All required disclosures are included with this report.

Please let me know if you have any questions.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Nicole Dean', with a decorative flourish at the end.

Nicole Dean
Chief Financial Officer

Financial Integrity Rating System of Texas (FIRST)				
Using Data for Fiscal Year Ended June 30, 2020				
Current		Lockhart	State	Indicator
Indicator #	Indicator Description	ISD	Standard	Rating
	<i>Critical Indicators</i>			
1	Was the Annual Financial Report filed within one month after November 27th or January 28th deadline depending upon the district's fiscal year end date (June 30th or August 31st)?	Date Rec'd = 11/17/2020	12/28/20	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole?	Yes	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?	Yes	Yes	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Yes	Yes	Yes
5	Was the total unrestricted net asset balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Assets Greater than Zero?	Indicator not scored for FY 19-20		
6	Was the average change in fund balances (assigned and unassigned) over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?	Yes	Yes	Yes
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	161.4155	10 points for >= 90	10 points
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	3.1705	10 points for >= 3.00	10 points
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)?	0.0931	10 points for >= 0%	10 points
10	Did the school district's average less than a 10 percent variance when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	0.0248	10 points for <10%	10 points

Financial Integrity Rating System of Texas (FIRST)				
Using Data for Fiscal Year Ended June 30, 2020				
Current		Lockhart	State	Indicator
Indicator #	Indicator Description	ISD	Standard	Rating
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to the support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator.	0.1421	10 points for >= .07 student membership growth	10 points
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?	3.6264	10 points for <= 4	10 points
13	Was the administrative cost ratio equal to or less than the threshold ratio?	.0858	10 points for <= 0.10	10 points
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years?	Yes	Yes	10 points
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA?	-.0266	5 points for <= 0.10	5 points
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	0	3%	Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state or federal funds?	Yes	Yes	Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds?	Yes	Yes	10 points
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	Yes	Yes	5 points
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Yes	Yes	Passed
	Score:	100		
	Rating:	A=Superior		

School FIRST Annual Financial Management Report

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1005. Effective 2/3/11.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site.

If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30, 2020

	M. Estrada	B. Lockhart	S Johnson	T. Guyton	W. Burnett	C. Cisneros	B. Spillman	M Wright
	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Meals	\$ 27.81	\$ -	\$ -	\$ -	\$ -	\$ 101.89	\$ -	\$ -
Lodging	\$ 647.32	\$ 1,151.52	\$ 857.65	\$ -	\$ -	\$ 1,351.60	\$ -	\$ 753.58
Transportation	\$ 1,349.70	\$ 259.84	\$ 259.84	\$ -	\$ -	\$ -	\$ -	\$ 278.85
Motor Fuel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 6,228.00	\$ 587.00	\$ 525.00	\$ 325.00	\$ 145.00	\$ 870.00	\$ -	\$ 542.00
Total	\$ 8,252.83	\$ 1,998.36	\$ 1,642.49	\$ 325.00	\$ 145.00	\$ 2,323.49	\$ -	\$ 1,574.43

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended June 30, 2020

<u>Name(s) of Entity(ies)</u>	<u>Amount Received</u>
None reported	\$ -
Total	\$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended June 30, 2020

	M. Estrada	B. Lockhart	S Johnson	T. Guyton	W. Burnett	C. Cisneros	B. Spillman	M Wright
	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Total (none reported)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended June 30, 2020

	M. Estrada	B. Lockhart	S Johnson	T. Guyton	W. Burnett	C. Cisneros	B. Spillman	M Wright
	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,408.36	\$ -

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

Superintendent Term Contract

This Contract is entered into between the Board of Trustees (the “Board”) of LOCKHART INDEPENDENT SCHOOL DISTRICT (the “District”) and MARK ESTRADA (the “Superintendent”).

The Board and the Superintendent, for and in consideration for the terms stated in this Contract, hereby agree as follows:

1. **Term.** The Board agrees to employ the Superintendent on a twelve-month basis per school year, for a three-year term, beginning August 23, 2021, and ending June 30, 2024. The Board and the Superintendent (the “Parties”) may extend the term of this Contract by agreement.
2. **Certification.** The Superintendent agrees to maintain the required certification throughout the term of employment with the District. If the Superintendent’s certification expires, is canceled, or is revoked, this Contract is void.
3. **Representations.** The Superintendent makes the following representations:
 - 3.1 **Beginning of Contract:** At the beginning of this Contract, and at any time during this Contract, the Superintendent specifically agrees to submit to a review of his or her national criminal history record information (NCHRI) if required by the District, TEA, or SBEC. The Superintendent understands that a criminal history record acceptable to the Board, at its sole discretion, is a condition precedent to this Contract.
 - 3.2 **During Contract:** The Superintendent also agrees that, during the term of this Contract, the Superintendent will notify the Board in writing of any arrest or of any indictment, conviction, no contest or guilty plea, or other adjudication of the Superintendent. The Superintendent agrees to provide such notification in writing within three calendar days of the event.
 - 3.3 **False Statements and Misrepresentations:** The Superintendent represents that any records or information provided in connection with his or her employment application are true and correct. Any false statements, misrepresentations, omissions of requested information, or fraud by the Superintendent in or concerning any required records or in the employment application may be grounds for termination or nonrenewal, as applicable.
4. **Duties.** The Superintendent shall be the educational leader and chief executive officer of the District. The Superintendent agrees to perform his or her duties as follows:

- 4.1 **Authority:** The Superintendent shall perform such duties and have such powers as may be prescribed by the law and the Board. The Board shall have the right to assign additional duties to the Superintendent and to make changes in responsibilities or work at any time during the contract term. All duties assigned by the Board shall be appropriate to and consistent with the professional role and responsibility of the Superintendent.
- 4.2 **Standard:** Except as otherwise permitted by this Contract, the Superintendent agrees to devote his or her full time and energy to the performance of his or her duties. The Superintendent shall perform his or her duties with reasonable care, skill, and diligence. The Superintendent shall comply with all Board directives, state and federal laws and rules, Board policy, and regulations as they exist or may hereafter be amended.
- 4.3 **Residency:** The Superintendent shall maintain a residence within the geographic boundaries of the District while Superintendent of the District.
5. **Compensation.** The District shall pay the Superintendent an annual salary as follows:
- 5.1 **Salary:** The Superintendent shall be paid Two Hundred and Thirty-Five Thousand and 00/100 Dollars (\$235,000.00) per year.
- (a) **Widespread Salary Reduction.** If the Board implements a widespread salary reduction under Texas Education Code section 21.4023, the Superintendent's annual salary shall be reduced by the percent or fraction of a percent that is equal to the average percent or fraction of a percent by which teacher salaries have been reduced.
- (b) **Furlough.** If the Board implements a furlough under Texas Education Code section 21.4021, the Superintendent shall be furloughed for the same number of days as other contract personnel and the Superintendent's salary shall be reduced in proportion to the number of furlough days.
- 5.2 **Texas Teacher Retirement System Salary Supplement.** The District shall supplement the Superintendent's annual salary by an amount equal to one hundred percent (100%) of the Superintendent's portion of the monthly member contribution to the Texas Teacher Retirement System ("TRS") beginning on the first payroll distribution after August 23, 2021, and continuing for the term of this Contract. This supplement shall include both the retirement and TRS-Care parts of the TRS member contribution, as applicable. This additional salary supplement shall be paid to the Superintendent in regular monthly payroll installments and shall be reported as "creditable compensation" by the District for purposes of TRS, to the extent permitted by TRS.

5.3 **Longevity Award.** If the Superintendent is employed by the District on June 30, 2024, the District shall pay the Superintendent a lump sum payment of Fifty Thousand and 00/100 Dollars (\$50,000.00).

5.4 **Benefits:** The District shall provide benefits to the Superintendent as provided by state law and Board policies. The Board reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion.

(a) **Leave.** The Superintendent shall receive the same number of days of leave as authorized by Board policy for administrative employees on 12-month contracts. The Superintendent shall observe the same holidays and breaks as provided for other 12-month administrators in the Board's adopted annual calendar and shall be eligible for any leave available to other employees under Board policy. The Superintendent shall schedule vacation and leave days with prior written approval of the Board President and at times that will least interfere with the performance of the Superintendent's duties. Each year of this contract, the Superintendent shall be reimbursed his daily rate of pay for a maximum of five leave days.

(b) **Transportation.** The District shall provide the Superintendent with an automobile allowance in the sum of Two Hundred Fifty dollars (\$250.00) per month. This payment is in lieu of mileage expense reimbursement, gasoline, insurance, or other charges associated with in-District travel.

(c) **Professional memberships.** The Board encourages the Superintendent to become a member of and participate in professional associations and community and civic affairs, including the chamber of commerce, civic clubs, governmental committees, and educational organizations. The Board concludes that such participation will serve a legitimate purpose related to the educational mission of the District. The District shall reimburse the Superintendent for the cost of membership in up to two professional educational organizations and four local civic organizations, subject to advance approval by the Board.

(d) **Insurance Premiums**

1. **Health Insurance.** The District shall pay premiums for health benefits for the Superintendent in accordance with the group health care plan provided by the District for all full-time employees of the District.

2. **Family Insurance.** The District shall reimburse the Superintendent for costs incurred by the Superintendent for health insurance for his immediate family (defined for the purposes of this provision to include his spouse and children). The District shall make payments pursuant to this reimbursement monthly, starting September 1, 2020, upon receipt of payment of health insurance premiums by Superintendent.

3. Life Insurance. The District shall provide the Superintendent with a term life insurance policy in the amount of Fifty Thousand Dollars (\$50,000). The district shall pay the premiums for the life insurance policy for the duration of this Agreement. The life insurance policy shall be owned by the District on the life of the Superintendent, but the Superintendent shall have the sole right to determine the beneficiary under the policy.

(e) **Business Expenses.** The District shall reimburse the Superintendent, according to Board policy, for expenses incurred by the Superintendent in the performance of the Superintendent's duties. The Superintendent shall be reimbursed for travel on District business out of the District at the standard mileage rate approved by the Internal Revenue Service. If the Superintendent receives reimbursement for travel, lodging or other expenses from another entity or organization, the Superintendent shall not also be reimbursed by the District for the same expenses.

(f) **Technology Allowance.** The District will provide the Superintendent with a technology allowance of One Hundred Dollars (\$100.00) per month.

(g) **Professional Development.** The Board encourages the continued professional growth of the Superintendent through reasonable attendance and participation in appropriate professional meetings at the local, regional, state, and national levels, with the advance approval of the Board. The District shall reimburse the Superintendent for the reasonable expense of such professional activities up to a maximum of Four Thousand and 00/100 dollars (\$4,000.00) each district fiscal year, in accordance with the adopted budget and the Board's policies regarding expense reimbursement.

6. **Board Meetings.** Unless otherwise prohibited by law, the Superintendent shall attend, and shall be permitted to attend, all meetings of the Board, both public and closed, with the exception of those closed meetings devoted to the consideration of any action or lack of action on the Contract or the Superintendent's salary and benefits as set forth in this Contract, or the Superintendent's evaluation, or for purposes of resolving conflicts between individual Board members, or when the Board is acting in its capacity as a tribunal. In the event of illness or Board President approved absence, the Superintendent's designee may attend such meetings, subject to the exceptions noted above. Notwithstanding the terms of this provision, the parties may agree to excuse the Superintendent from any Board meeting or closed session.

7. **Indemnification.** To the extent it may be permitted to do so by applicable law, including, but not limited to Texas Civil Practice & Remedies Code Chapter 102, the District does hereby agree to defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, judgments, expenses and attorneys' fees incurred in any legal proceedings brought against the Superintendent in the Superintendent's individual or official capacity as an employee and as a Superintendent of the District, providing the incident(s), which is (are) the basis of any such demand, claim, suits, actions, judgments, expenses and attorneys' fees, arose or does arise in the future from an act or omission of Superintendent as an

employee of the District, acting within the course and scope of Superintendent's employment with the District; excluding, however, any such demand, claim, suits, actions, judgments, expenses and attorneys' fees for those claims or any causes of action where it is determined by the Board that Superintendent committed official misconduct, or committed a willful or wrongful act or omission, or an act or omission constituting gross negligence, or acted in bad faith, with conscious indifference or reckless disregard; and excluding any costs, fees, expenses or damages that would be recoverable or payable under an insurance contract, held either by the District or by the Superintendent. The selection of the Superintendent's legal counsel shall be with the mutual agreement of the Superintendent and by the District if such legal counsel is not also District's legal counsel. A legal defense may be provided through insurance coverage, in which case the Superintendent's right to agree to legal counsel provided for her will depend on the terms of the applicable insurance contract. To the extent this Section exceeds the authority provided and the limitations imposed by Texas Civil Practice & Remedies Code, Chapter 102, it shall be construed and modified accordingly. The provisions of this Section shall survive the termination of this contract.

8. **Goals and Evaluation.**

8.1 Development of Goals. The Superintendent shall submit to the Board each year, for the Board's consideration and adoption, a preliminary list of goals for the District. The goals approved by the Board shall at all times be reduced to writing and shall be among the criteria on which the Superintendent's performance will be reviewed and evaluated.

8.2 Time and Basis of Evaluation. The Board shall evaluate and assess in writing the performance of the Superintendent at least once each year during the term of this Contract. The evaluation and assessment shall be reasonably related to the duties of the Superintendent as outlined in the Superintendent's job description.

8.3 Confidentiality. Unless the Board and Superintendent expressly agree otherwise in writing, the evaluation of the Superintendent shall at all times be conducted in executive session and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel.

8.4 Evaluation Format and Procedures. The evaluation format and procedure shall be in accordance with the evaluation instrument selected by the Board in accordance with the provisions of this Contract, the Board's policies, and state and federal law. In the event the Board deems that the evaluation instrument, format and/or procedure is to be modified by the Board and such modifications would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.

9. **Suspension.** In accordance with Texas Education Code chapter 21, the Board may suspend the Superintendent without pay during the term of this Contract for good cause as determined by the Board.
10. **Termination, Nonrenewal, and Resignation of Contract.** Termination or nonrenewal of this contract, or resignation under this contract, will be governed by Texas Education Code chapter 21. Notwithstanding anything to the contrary in Texas Education Code chapter 21, the Superintendent shall be entitled to written notice not later than the 45th day before the last day of the contract term, containing reasonable notice of the reason(s) for the proposed non-renewal of the Superintendent's Contract with the District.
11. **General Provisions.**
 - 11.1 **Amendment:** This Contract may not be amended except by written agreement of the Parties.
 - 11.2 **Severability:** If any provision in this Contract is, for any reason, held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision of the Contract. This Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been a part of the Contract.
 - 11.3 **Entire Agreement:** All existing agreements and contracts, both verbal and written, between the Parties regarding the employment of the Superintendent are superseded by this Contract. This Contract constitutes the entire agreement between the Parties.
 - 11.4 **Applicable Law and Venue:** Texas law shall govern construction of this Contract. The Parties agree that venue for any litigation relating to the Superintendent's employment with the District, including this Contract, shall be the county in which the District's administration building is located. If litigation is brought in federal court, the Parties agree that venue shall be the federal district and division in which the District's administration building is located.
 - 11.5 **Paragraph Headings:** The headings used at the beginning of each numbered paragraph in this Contract are not intended to have any legal effect; the headings do not limit or expand the meaning of the paragraphs that follow them.
 - 11.6 **Legal Representation:** Both Parties have been represented by legal counsel of their choice, or have had the opportunity to consult with legal counsel, in the negotiation and execution of this Contract.

12. **Notices.**


12.1 **To Superintendent:** The Superintendent agrees to keep a current address on file with the District's human resources office and the Board President. The Superintendent agrees that the Board may meet any legal obligation it has to give the Superintendent written notice regarding this Contract or the Superintendent's employment by hand-delivery, or by certified mail, regular mail, and/or express delivery service to the Superintendent's address of record.

12.2 **To Board:** The Board agrees that the Superintendent may meet any legal obligation to give the Board written notice regarding this Contract or the Superintendent's employment by providing one copy of the notice to the President of the Board and one copy to the Vice President of the Board. The Superintendent may provide such notices by hand delivery, or by certified mail, regular mail, and/or express delivery service, to the Board President and Vice President's addresses of record, as provided to the District.

I have read this Contract and agree to abide by its terms and conditions:

Superintendent: 
Mark Estrada

Date signed: 9/2/21

Lockhart Independent School District
By: 
Steve Johnson, President, Board of Trustees

Date signed: 9/4/21

Minutes of Regular Meeting

The Board of Trustees Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, November 15, 2021, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:30 p.m. by Board President Michael Wright. Other members present were Warren Burnett, Dr. Barbara Sanchez, Tom Guyton, Sam Lockhart, and Rene Rayos.
2. Presentation of Colors by JROTC
3. Invocation was given by Trustee Burnett
4. Recognition
 - A. Lockhart High School Boys Cross Country
 - B. THSCA Academic All-State for Cross Country and Volleyball
 - C. Best of Caldwell County LISD Winners 2021
5. Public Comment

Mr. Charles Johnson addressed his concern regarding racism in schools.

6. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.072, (Deliberation Regarding Real Property), Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices): specifically to discuss:
 1. Superintendent's Monthly Performance Review
 2. Consideration of Superintendent's recommendation to report to TEA certified educator who abandoned contract
 3. School Board Trustee Vacancy

The Board of Trustees on Monday, November 15, 2021 convened at 6:51 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee) and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed session at 7:25 PM on Monday, November 15, 2021. No votes, decisions, or actions were taken while in closed session.

7. COMMUNICATION/ACTION:

A. Consideration and possible action regarding appointment to fill Board vacancy

Trustee Guyton made the motion that the Board appoint Rebecca Pulliam to fill the unexpired portion of the vacant position on the Lockhart ISD Board of Trustees. Trustee Lockhart seconded the motion. The motion carried, 6-0.

B. Swear-in appointed Trustee

Mrs. Pulliam was sworn-in.

8. Business: Consent Agenda

A. Approval of Minutes:

1. October 25, 2021

B. Approve Technology and Instructional Materials Allotment (TIMA) Committee Recommendations

C. Approve Interlocal agreement between 1Government Procurement Alliance (1GPA) and Lockhart ISD for Purchasing Cooperative Services

D. Review Tax Collection Report

E. Review Cash Investments Report

Trustee Guyton made the motion to approve the business consent agenda as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.

9. COMMUNICATION:

A. Texas Schools Health Benefits Plan (TSHBP) Presentation for 22-23 Plan Year

This presentation was given by Russ Edwards from FSP. No action was taken.

B. Progress Monitoring Data on District Achievement Targets

This presentation was given by the Assistant Superintendent of Curriculum & Instruction, Dr. Stephaine Camarillo. No action was taken.

C. Special Education Update

This presentation was given by the Director of Student Services, Melissa Corona. No action was taken.

D.COVID-19 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.

E. 2021-2022 Budget Update

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

10. COMMUNICATION/ACTION:

A.Approve Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2021

Trustee Guyton made the motion that the Comprehensive Annual Financial Report for the fiscal year ended June 30, 2021 be approved as presented. Trustee Sanchez seconded the motion. The motion carried, 6-0-1. Trustee Pulliam abstained.

B. Consideration and possible action regarding Superintendent’s recommendation to report to TEA certified educator who abandoned contract

Trustee Sanchez 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 Rebekah Garcia 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.

C. Consider and/or Approve to Amend the Transportation Management Services contract with Goldstar Transit

Trustee Rayos made the motion that the Board approve the amended contract with Goldstar Transit. Trustee Sanchez seconded the motion. The motion carried, 6-0-1. Trustee Pulliam abstained.

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

12. BENEDICTION was given by Trustee Guyton

13. ADJOURNMENT was at 9:26 p.m. by Board President Michael Wright.

Michael Wright, Board President

Tom Guyton, Board Secretary

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Texas Workforce Commission

Child Care Local Match Contribution Agreement

General Agreement Terms

Please enter Contributor and Local Workforce Development Board (Board) information, including the local workforce development area(s) (workforce area) and the amount of pledged local funds.

Name of Contributor: Lockhart Independent School District

Board Legal Entity Name: Workforce Solutions Rural Capital Area

Workforce Area: Rural Capital Area

Donation Amount: \$ _____ **Transfer Amount:** \$ _____

Certification of Expenditures Amount: \$48,805

The contributor identified above pledges the local funds as indicated in order for the Texas Workforce Commission (TWC) to draw down additional federal funds. Both the local and matched federal funds will be used for the provision of allowable child care services or activities in the workforce area(s) listed above or within the state if indicated through this agreement. All parties understand and agree that:

- the appropriate Federal Medical Assistance Percentage for Texas will be used to determine the amount of federal funds matched as a result of this local contribution, and
- this agreement is contingent upon acceptance of this agreement in an open meeting by a majority of TWC's three-member Commission.

Signatures

The individual signing this agreement on behalf of the contributor or the Board hereby warrants that he or she has been fully authorized to execute this agreement on behalf of his or her organization; and validly and legally bind his or her organization to all the terms, performances, and provisions of this agreement.

For the faithful performance of this agreement as delineated, the parties below affix their signatures and bind their agencies effective 10/1/21 **, and continuing through** 12/31/22

Contributor Signature: _____ **Date:** _____

Printed Name: Mark Estrada

Title: Superintendent **E-mail (optional):** mark.estrada@lockhart.txed.net

Board Signature: _____ **Date:** _____

Printed Name: Paul Fletcher

Title: Chief Executive Officer

E-mail (optional): _____

Legal Authority

In the State of Texas, TWC is designated as the lead agency for the administration of Child Care and Development Fund (CCDF) funds available under Title VI of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (42 United States Code § 9801 *et seq.*).

Pursuant to federal regulations (45 Code of Federal Regulations (C.F.R.) Parts 98 and 99), TWC is the CCDF lead agency for Texas and the entity designated to accept donated funds from any private entity, or transferred funds from any public entity, or certifications of expenditures from public entities that may be used as match for available federal funds. As such, the terms of this agreement are contingent upon the certification of private donations (if applicable) by TWC, and the final acceptance of this agreement in an open meeting by a majority of TWC's three-member Commission.

Contributions from a Private Entity to TWC

For contributions from a private entity to TWC, the contributor, by executing this agreement, certifies that pursuant to Labor Code § 301.021(b)–(d) and Texas Government Code § 575.005:

- the contributor is not party to an administrative proceeding before the Commission.
 - Under Texas Government Code §575.005, “administrative proceeding” means a “contested case” as defined by Texas Government Code § 2001.003(1), that is, “a proceeding, including a ratemaking or licensing proceeding, in which the legal rights, duties, or privileges of a party are to be determined by a state agency after an opportunity for adjudicative hearing.”
 - Before accepting this agreement, TWC will verify whether the private entity contributor is party to an administrative proceeding before the Commission. If the private entity contributor is, or becomes a party to, an administrative proceeding before the Commission before the Commission's acceptance of this agreement, Texas Labor Code § 301.021(b) and Texas Government Code § 575.005 prohibit the Commission from accepting this agreement until the 30th calendar day after the date that the decision in the proceeding becomes final under Texas Government Code § 2001.144.
- If the contributor is a for-profit entity, the contributor does not currently:
 - have a contract with TWC for services or products of a value of fifty thousand dollars (\$50,000) or greater; or
 - have a bid in response to a request for proposal for such contract before TWC.

This condition does not apply to a contract or bid that relates only to providing child care services.

- Upon execution of this agreement, if it is for the contribution of privately donated funds from a for-profit entity, the contributor understands that pursuant to Texas Labor Code § 301.021(d), the contributor shall not enter into a contract with TWC or submit a bid in response to a request for proposal issued by TWC before the first anniversary of the date on which TWC accepted a donation from the contributor, unless the contract or bid relates only to providing child care services.

Contributions from a Private Entity to a Board

For contributions from a private entity to a Board, consistent with Labor Code § 301.021(b)–(d) and Texas Government Code § 575.005:

- the contributor is not party to a Board-level complaint or appeal pursuant to 40 Texas Administrative Code, Chapter 823, Subchapter B.
 - Before accepting this agreement, the Board will verify whether the private entity contributor is party to a Board-level complaint or appeal. If the private entity contributor is, or becomes a party to, a Board-level complaint or appeal before the Commission's acceptance of this agreement, the Commission will not accept this agreement until the 30th calendar day after the date that the decision in the proceeding becomes final under Chapter 823.

- If the contributor is a for-profit entity, the contributor does not currently:
 - have a contract with the Board for services or products of a value of fifty thousand dollars (\$50,000) or greater; or
 - have a bid in response to a request for proposal for such contract before the Board.

This condition does not apply to a contract or bid that relates only to providing child care services.

- Upon execution of this agreement, if it is for the contribution of privately donated funds from a for-profit entity, the contributor understands that consistent with Texas Labor Code § 301.021(d), the contributor shall not enter into a contract with the Board or submit a bid in response to a request for proposal issued by the Board before the first anniversary of the date on which the Board accepted a donation from the contributor unless the contract or bid relates only to providing child care services.

Contributor Agreement

The contributor agrees as follows:

- To remit to TWC the pledged local share in accordance with the contributions schedules and payment plans specified in the local agreement.
- For public transfers of funds and private donations made to TWC, checks remitted by the contributor must be made payable to the “Texas Workforce Commission” and submitted to TWC.
- For private donations made to the Board, the contributor must remit the donation to the Board.
- To keep and make available to TWC or the Board upon request, records adequate to show that the contributed funds put forth in this agreement are eligible for matching purposes. The records shall be retained and made accessible for the longer of:
 - the period specified by the Board’s record retention policies for such records,
 - seven (7) years after the end date of this agreement, or
 - until the completion and resolution of all issues that arise from any litigation, claim, negotiation, audit, or other action that began during and was ongoing as of the end of the normal retention period.
- When certifying expenditures of public funds as the local match, to provide the Board and TWC with a statement that certifies the expenditures and includes information detailing services delivered and expenditures in the format and within the time frames prescribed by the Board.
- When certifying expenditures of public funds as the local match, to report to TWC no later than the 14th month of the grant certifications consistent with the contributions schedules and payment plans specified in the local agreement.
- To certify that the expenditures used as child care match are eligible for federal match and were not used to match other federal funds.
- Donations from private entities:
 - are donated without any restriction that would require their use for a specific individual, organization, facility, or institution;
 - do not revert to the donor’s facility or use;
 - are not used to match other federal funds;
 - shall be certified both by the donor and by TWC;
 - shall be subject to the audit requirements in 45 C.F.R. § 98.65; and
 - shall be subject to federal reporting; entities shall provide the Board and TWC, on request, data needed for federal reporting purposes.

Board Agreement

The Board agrees as follows:

- To use the funds donated or transferred by the contributor, and the resulting federal funds for child care services consistent with the intent of this agreement and in accordance with applicable local, state, and federal laws and regulations.
- To ensure that certified public expenditures (if applicable):
 - represent expenditures eligible for federal match;
 - were not used to match other federal funds;
 - were not federal funds unless authorized by federal law to be used to match other federal funds; and
 - do not represent expenditures for public prekindergarten programs as referenced in 45 C.F.R. § 98.55(h).
- To ensure that donations from private entities:
 - are donated without any restriction that would require their use for a specific individual, organization, facility, or institution;
 - do not revert to the donor's facility or use;
 - are not used to match other federal funds;
 - shall be certified both by the donor and by TWC;
 - shall be subject to the audit requirements in 45 C.F.R. § 98.65; and
 - shall be subject to federal reporting (Entities shall provide the Board and TWC, upon request, data needed for federal reporting purposes.).
- To inform the contributor of the time frames and procedures for remitting payment of pledged funds or submitting reports delineating certification of expenditures during the contribution period.

Board and Contributor Agreement

The Board and the Contributor agree as follows:

- That performance under this agreement is contingent upon the certification of private donations (if applicable) and the final acceptance of this agreement in an open meeting by a majority of TWC's three-member Commission.
- "Child Care Local Match Contribution Information" is incorporated by reference.
- To comply with federal regulations in 45 C.F.R. § 98.55, relating to matching fund requirements, and 45 C.F.R. § 98.56, relating to restrictions on the use of funds.
- To submit a certification of expenditures report, certifying that the child care-related expenditures were incurred according to regulations and policies to draw down such federal matching funds, and have not already been used as match for any other federal matching program.
- Other agreed-upon local operating plans and procedures used to implement and carry out the terms and intent of this agreement must comply with Board policies and procedures.
- This agreement for the contributor to provide matching funds is contingent upon the availability and amount of unmatched federal CCDF appropriations. If such funds are otherwise unavailable or reduced, written notice of termination, payment suspension, or funding reduction will be given by any party.
- These terms and conditions may be amended by written agreement of all parties at any time before the current agreement end date, as indicated on page one of this agreement, contingent upon acceptance of the amended terms and conditions by all parties.

- If federal, state, or local laws, or other requirements are amended or judicially interpreted so as to render continued fulfillment of this agreement, on the part of any of the parties, substantially unreasonable or impossible, and if the parties should be unable to agree upon any amendment that would therefore be needed to enable the substantial continuation of the services contemplated herein, the parties shall be discharged from any further obligations created under the terms of this agreement, except for the equitable settlement of the respective accrued interests or obligations incurred up to the date of termination.
- This agreement may be terminated by any party, for any reason, upon written notification to the other parties of at least thirty (30) days in advance of such termination. Such written notification will be sent to the contributor's address as specified in the Child Care Local Match Contributor Information section in this agreement.

Board Information

Complete the section below regarding the Board.

Board Legal Entity Name Workforce Solutions Rural Capital Area

Street Address: 701 E. Whitestone Blvd., Suite 200

City: Cedar Park **State:** TX **Zip Code:** 78613

512.244.7966

Board Staff Contact Name: Linda Williamson **Phone:** x5031 **Fax:** 855-326-3055

Board Staff Contact E-mail Address: linda.williamson@ruralcapital.net

Contributor Information

Complete the section below regarding the Child Care Local Match Contributor.

Contributor Name: Lockhart Independent School District

Street Address: 419 Bois D' Art Street

City: Lockhart **State:** TX **Zip Code:** 78664

Type of Entity: Independent School District

Name of Fiscal Agent (if applicable): N/A

Vendor ID Number or Federal Employer ID Number of Contributor or Contributor's Fiscal Agent: 17460016359

Contributor Contact Name: Deanna Juarez **Phone:** 512.398.0246 **Fax:** _____

Contributor Contact E-mail Address: deanna.juarez@lockhart.txed.net

Originating Agreement Information

Please fill out the information below regarding the type of contribution and pledged local match amount.

Type of Contribution:

- Donation (Private Entity)
- Transfer (Public Entity)
- Certification (Public Entity)

Pledged Local Match Amount: \$48,805

Amounts secured in excess of the pledged local match amount, if any, are herein included in this agreement and approved for use in accordance with this agreement, including use for statewide match purposes, if agreed in this agreement

The contributor voluntarily agrees and allows that any local contributions secured in excess of the amount needed to draw down the federal match amount allocated to the workforce area may be used for statewide match purposes. Yes No

Program Number: 1522CCMC02

The contributor voluntarily agrees and allows that any certifications of expenditures and donations over the pledged amount will be aggregated and obligated at the state level. The excess amounts will be applied to the local leverage amounts that all workforce areas are required to secure to access federal matching funds allocated among all workforce areas. Yes No

Did a Board Member assist in securing this local match agreement? Yes No

If yes, Name of Board Member: _____

How did the Board Member assist? _____

Cash Contributions

Use of funds description for cash contributions: The description below addresses the Board's planned use of local and federal funds resulting from donation and transfer of funds agreements. Use of funds must be in compliance with the state's CCDF State Plan in effect for the contract period.

No restrictions can be placed on use of funds by contributor.

Direct Child Care

The funds will be used for:

- direct child care services;
- for eligible children and families meeting TWC and Board eligibility criteria; and
- at child care providers eligible under TWC rules.

Source of Local Funds: _____

Planned Local and Federal Funding Amount for Direct Child Care: \$ _____

Child Care Quality Improvement

The funds will be used for quality improvement activities allowable under TWC rule § 809.16.

Source of Local Funds: _____

Planned Local and Federal Funding Amount for Child Care Quality Improvement: \$ _____

Administration and Operations

The funds will be used for administration and operations in accordance with applicable federal regulations and TWC policies.

Planned Local and Federal Funding Amount for Administration and Operations: \$ _____

Total planned local and federal funds resulting from donations and transfers: \$ _____

Certification of Expenditures

Use of funds description for Certification of Expenditures: The descriptions below describe:

- the allowable child care services or activities that resulted in local certified expenditures,
- the source of the local funds, and
- the Board's planned use of the matched federal funds resulting from the certification of expenditures.

Use of funds must be in compliance with the state's CCDF State Plan in effect for the contract period.

No restrictions can be placed on use of funds by contributor.

Planned Local Fund Use

Direct Child Care

Expenditures certified by the contributor resulted from:

- **direct child care services provided by the following child care provider, organization, or entity:**

Cub House Child Development Center, the teen parent program for Lockhart ISD

- direct child care services provided to children under 13 years of age; and
- the amount of local match expenditures being proportional to the low-income population in the area served using the expenditures.

Source of Local Funds: Local tax dollars, school general revenue funds

Planned Local Funding Amount for Direct Child Care: \$48,805

Child Care Quality Improvement

Expenditures certified by the contributor resulted from quality improvement activities allowable under TWC rule § 809.16.

Source of Local Funds: _____

Planned Local Funding Amount for Child Care Quality Improvement: \$

Certification of Expenditures (cont.)

Planned Federal Fund Use

Direct Child Care

The federal funds will be used in the following order of priority:

1. **for direct child care services provided (include a brief description of use of the funds):**

For eligible residents at eligible providers in the Board Area (no restrictions will be place on use of funds by contributor).

2. for eligible children and families meeting TWC and Board eligibility criteria; and
3. at child care providers eligible under TWC rules.

Planned Federal Funding Amount for Direct Child Care: \$97,610

Child Care Quality Improvement

The funds will be used for quality improvement activities allowable under TWC rule § 809.16.

Planned Federal Funding Amount for Child Care Quality Improvement: \$

Administration and Operations

The funds will be used for administration and operations in accordance with applicable federal regulations and TWC policies

Planned Federal Funding Amount for Administration and Operations: \$

Total planned local and federal funds resulting from certifications of expenditures: \$146,415

Donation/Transfer Payment(s) (Local Funds) Schedule

In compliance with the Contributor Agreement section of this agreement, the contributor will remit payment or reports of actual expenditures in accordance with the completed schedule below. Pursuant to TWC rule § 800.73(a)(2), the donation(s)/transfer(s) must occur within the effective program year in which the funds are allocated.

Private donor cash donations—submit one original signed form to: TWC’s Workforce Board Grants department, 101 East 15th Street, Room 104T, Austin, Texas 78778-0001.

1.	Donation/Transfer Date:		Actual Amount:	\$
2.	Donation/Transfer Date:		Actual Amount:	\$
3.	Donation/Transfer Date:		Actual Amount:	\$
4.	Donation/Transfer Date:		Actual Amount:	\$
5.	Donation/Transfer Date:		Actual Amount:	\$
6.	Donation/Transfer Date:		Actual Amount:	\$
7.	Donation/Transfer Date:		Actual Amount:	\$
8.	Donation/Transfer Date:		Actual Amount:	\$
9.	Donation/Transfer Date:		Actual Amount:	\$
10.	Donation/Transfer Date:		Actual Amount:	\$
11.	Donation/Transfer Date:		Actual Amount:	\$
12.	Donation/Transfer Date:		Actual Amount:	\$
	TOTAL			\$

Public Entity Certification of Expenditures (Local Funds) Schedule

In compliance with the Contributor Agreement section of this agreement, the contributor will remit payment or reports of actual expenditures in accordance with the completed schedule below. Pursuant to TWC rule §800.73(a)(2), the certification(s) must occur within the effective program year in which the funds are allocated.

Public Entity Transfers and Certifications—submit one copy of the signed form to the e-mail address ccm.agreements@twc.texas.gov.

1.	Certification Period				2.	Reporting Date		3.	Planned Amount of Expenditures	
	From	10/1/21	to	9/30/22		10/31/22				
	From	10/1/21	to	9/30/22		10/31/22				\$48,805
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$
	From		to							\$

TOTAL \$48,805

Explanation is required below if reporting dates are outside the contract end date:

Please call the Board’s assigned contract manager if you have questions. An individual may receive and review information that TWC collects by sending an e-mail to open.records@twc.texas.gov or writing to TWC Open Records Unit, 101 East 15th Street, Room 266, Austin, Texas 78778-0001.

Certification of Expenditures by a Public Entity

Name of Contributing Public Entity: Lockhart Independent School District

The public entity named above certifies expenditures in the amount of \$48,805

to be used as state matching funds to draw down available federal matching funds as authorized in the CCDF regulations at 45 C.F.R. § 98.55.

By signing below, the public entity named above certifies that the funds specified above:

- are not federal funds, or are federal funds authorized by federal law to be used to match other federal funds;
- are not used to match other federal funds;
- represent expenditures eligible for federal match; and
- do not represent expenditures for public prekindergarten programs as referenced in 45 C.F.R. § 98.55(h).

Signature of authorized agent: _____ **Date:** _____

Printed name of authorized agent: Mark Estrada

Title of authorized agent: Superintendent

Joint Certification of Funds Donated to TWC from Private Sources

Name of Donor: _____

The Donor named above contributes funds in the amount of \$ _____

to TWC to be used as state matching funds to draw down available federal matching funds as authorized in CCDF regulations at 45 C.F.R. § 98.55(e)(2).

By signing below, the Donor and TWC certify that the donated funds specified above:

- are available and represent expenditures eligible for federal match;
- are donated without any restriction that would require their use for a specific individual, organization, facility, or institution;
- do not revert to the Donor's facility or use; and
- are not used to match other federal funds.

Donor's Certification

Signature of authorized agent: _____ Date: _____

Printed name of authorized agent: _____

Title of authorized agent: _____

TWC's Certification

Signature of authorized agent: _____ Date: _____

Printed name of authorized agent: Reagan Miller

Title of authorized agent: Director, Child Care & Early Learning Division

Joint Certification of Funds Donated to the Board from Private Sources

Name of Donor: _____

The Donor named above contributes funds in the amount of \$ _____ to the _____ **Workforce Development Board** to be used as state matching funds to draw down available federal matching funds as authorized in the CCDF regulations at 45 C.F.R. § 98.55(e)(2).

By signing below, the Donor, Board, and TWC certify that the donated funds specified above:

- are available and represent expenditures eligible for federal match;
- are donated without any restriction that would require their use for a specific individual, organization, facility, or institution;
- do not revert to the Donor's facility or use; and
- are not used to match other federal funds.

Donor's Certification

Signature of authorized agent: _____ Date: _____

Printed name of authorized agent: _____

Title of authorized agent: _____

Board's Certification

Signature of authorized agent: _____ Date: _____

Printed name of authorized agent: _____

Title of authorized agent: _____

TWC's Certification

Signature of authorized agent: _____ Date: _____

Printed name of authorized agent: Reagan Miller

Title of authorized agent: Director, Child Care & Early Learning Division

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

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RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

NOVEMBER 2021

	November	Prior Months	TOTAL	PRIOR YEAR
2021 Tax Collection	\$1,729,607.40	\$928,976.84	\$2,658,584.24	\$1,953,454.09
2020 & Prior Collection	\$59,985.58	\$494,683.13	\$554,668.71	\$573,237.19
Total Tax Collection =	\$1,789,592.98	\$1,423,659.97	\$3,213,252.95	\$2,526,691.28

note: Above figures include penalties and interest collected

2021 Original Levy \$24,181,481.20

November 30, 2021 Percent of 2021 Tax Collected	11.01%
November 30, 2020 Percent of 2020 Tax Collected	9.35%
November 30, 2019 Percent of 2019 Tax Collected	10.26%
November 30, 2021 - Balance of Delinquent Tax	\$2,270,943.75
November 30, 2020 - Balance of Delinquent Tax	\$2,084,491.66
November 30, 2019 - Balance of Delinquent Tax	\$1,675,094.15

Corrections made to Current Tax Roll (\$23,213.50)

Corrections made to Delinquent Tax Roll \$1,582.87

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$7,178.04

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
 Chief Appraiser
 Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

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RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District

District Improvement Plan

2021-2022 Formative Review with Notes



LOCKHART
Independent School District

Mission Statement

Lockhart ISD District Goals

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

Vision

Building a legacy of excellence.

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. 11



Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others. 30



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>	<p>Nov November Evidence of Progress</p>  40% of walkthroughs in visuals are at the accomplished/distinguished while 34% of walkthroughs in flexible grouping are at accomplished/distinguished. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 54</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p>  For Language Arts our districtwide Fundamental 5: Lesson Frame is at 54% for accomplished or above, FSGPT is at 21%, Recognize and Reinforce is at 45%, and Critical Write is 33%. We have met our goals for Critical Write and Recognize and Reinforce however when we have calibrated with the principals, we have realized there still needs to be training and further calibration walks on R&R and CW. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p> <p> 39% of K-2 students performed At or Above Benchmark on mClass Reading and IDEL. ISIP data is being monitored to track growth monthly until the MOY mClass assessment is administered in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> Three C&I Support Meetings with Principals have been held monthly with Campus Administrators to identify high needs focus areas. Plan of support is co-developed with monthly data monitoring. Based on CBA2, the district wide STAAR component score is 41. Last year's STAAR component score was 31.</p> <p>Jan January Evidence of Progress 55</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p>  <p>All 2nd-5th grade bilingual teachers, as well as secondary ESL/case manager teachers were trained on implementing the Summit K-12 baseline assessment. There were a total of 685 bilingual/ESL students who completed the baseline assessment.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p>  <p>About 27% of students who failed STAAR Reading or English I/II EOC last year passed the first Reading/English CBA.</p> <p>Jan January Evidence of Progress 56</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






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>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>In data collected during walk throughs of special education classrooms during language arts instruction, 8.5% of special educators at at accomplished or distinguished in sentence stems, 37% of teachers are at accomplished or distinguished with visuals, and 24% of teachers are at accomplished or distinguished with flexible grouping.</p> </div> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">57</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>	<p>Nov November Evidence of Progress</p> <p> 5% Trained all Teachers in the strategy of Flexible Learning Paths. Conducted Principal Calibration Walks from Sept - November. Based on CBA2, the progress score for math is 74.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p> <p> 20% For Math our districtwide Fundamental 5: Lesson Frame is at 63% for accomplished or above, FSGPT is at 18%, Recognize and Reinforce is at 43%, and Critical Write is 20%. We have met our goals for Recognize and Reinforce however when we have calibrated with the principals, we have realized there still needs to be training and further calibration walks on R&R.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Three C&I Support Meetings with Principals have been held monthly with Campus Administrators to identify high needs focus areas. Plan of support is co-developed with monthly data monitoring. Based on CBA2, the district wide STAAR component score is 41. Last year's STAAR component score was 31.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div style="text-align: center;"><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div style="text-align: center;"><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div style="text-align: center;"><p>June Evidence of Progress</p></div> </div>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>In data collected during walkthroughs of special education classrooms during math instruction, 2.1% of teachers are at accomplished or distinguished in the use of sentence stems, 33% of teachers are at accomplished or distinguished in the use of visuals, and 21% of teachers are at accomplished or distinguished with the use of flexible grouping.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div style="text-align: center;"><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div style="text-align: center;"><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div style="text-align: center;"><p>June Evidence of Progress</p></div> </div>

Strategy 5 Details	Reviews
<p>Strategy 5: Monitoring of the campus acceleration learning plans for all students.</p> <p>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</p> <p>Staff Responsible for Monitoring: Beth Henrichs (Lead), Todd McBride (Data), C&I Team</p>	<p>Nov November Evidence of Progress  About 50% of students who failed STAAR Math or Alg I EOC in 2021 passed the first Math/Alg I CBA.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 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>	<p>Nov November Evidence of Progress</p> <p> Training for high school counselors over CCMR monitoring procedures, including CCMR tracking spreadsheet, OnData Suite, and Texas College Bridge.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p style="text-align: right;">61</p> <p>Nov November Evidence of Progress</p> <p> Secondary counselors were trained on the 22-23 Secondary Course Guide, Xello Course Planner, and graduation requirements.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<p>Nov November Evidence of Progress</p>  <p>Facebook Followers: 6566 on 08/01 - 7113 on 12/08; 8% growth Twitter Followers: 2076 on 08/01 - 2225 on 12/08; 7% growth Instagram Followers: - on 08/01- 628 on 12/08; 90% to Year Goal</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews 62
<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>	<p>Nov November Evidence of Progress</p>  <p>The first staff forum was held on November 30th with President Wright and Superintendent Estrada. There were two sessions so the elementary and secondary teachers would both have the opportunity to attend. This forum was held in person at the GOPAC. There were approximately 50 elementary staff in attendance and 25 secondary staff in attendance. Concerns that were brought forward are being addressed by district administration.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


Strategy 3 Details	Reviews
<p>Strategy 3: Implement a staff engagement survey to be given in January of 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>	<p>Nov November Evidence of Progress No progress; Scheduled for January, 2022</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> 
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress  The survey was sent on October 20 and closed on November 1. It was sent to a total of 147 new employees with a total of 52 who participated. 44/52 responses agreed the job duties were accurately represented upon hire. And, 100% of employees stated they feel supported by their supervisor.</p> <p>Jan January Evidence of Progress 63</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> 

Strategy 5 Details	Reviews
<p>Strategy 5: All employees that leave the district with a mutual separation will receive an exit survey within 30 days of the last day of employment.</p> <p>Strategy's Expected Result/Impact: 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>	<p>Nov November Evidence of Progress  To date, employees have received an exit survey within 30 days of the last day of employment</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress </p>
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>	<p style="text-align: right;">64</p> <p>Nov November Evidence of Progress  Complete</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<p>Nov November Evidence of Progress</p> <p> Lee Raspberry, Lockhart ISD's safety and security coordinator, has implemented and trained all staff on an emergency alert system through Raptor. All drills are easily trackable.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p> <p> The first District Safety Task Force meeting was held on November 16, 2021 and led by the district's safety and security coordinator, Lee Raspberry. ⁶⁵</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p>  <p>LJHS and LHS both have SRO's assigned to the school full time. These officers also support the other campuses on an as needed basis. Lockhart Police Department submits weekly activity logs so the school district is able to track the activities of the officers and positive interactions with students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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.

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."

Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration

Nov



November Evidence of Progress

ABS- Second step lesson delivered by counselor on conflict resolution and the prevention of violence. SEL lessons about healthy coping skills to prevent suicidal ideation and students receive the 7 Mindsets.
 Bluebonnet- Sept. - Nov. How to be a Friend lessons, Kindness Lessons, and Not Taking the Bait Lessons.
 Clear Fork-Campus-wide "Pride Family" small group meetings each Friday morning
 Campus-wide classroom morning meetings (teacher-led)
 K-5 Guidance lesson: Building feelings vocabulary and identifying feelings
 K-2 Guidance lesson: Kind vs. Unkind
 Online 24/7 student self-referral to see the counselor ("purple notes")
 Navarro- Second step lesson delivered by counselor on conflict resolution and the prevention of violence. SEL lessons about healthy coping skills to prevent suicidal ideation.
 Plum Creek- Conflict resolution: Counselor facilitated lessons via classroom Jeopardy game.
 LJHS- Guidance-Counselor and hotlines contact info. Suicide protocols-when referred, check-ins, hospital Transition and Re-entry meetings, follow-up check-ins, Referrals to counseling and outside agencies. LDMC Re-entry meetings with students and follow up check-ins. Student mediations.
 LHS-Tiered Level support of student based on triads. Working with students in conjunction with Assistant Principals to prevent escalations in behaviors.
 Pride- I hold on going 1-1 counseling sessions with students. Suicide prevention materials are placed throughout the campus and on the informational board for students. Hall walks are made throughout the week for 'check-in' on students. When conflicts arise students have a round-table discussion or 1-1 resolution session. Students are reminded every morning of daily expectations. On Friday, whole group support session is held before lunch to recognize student accomplishments. I have a work phone that students can call 24/7. Students are given the suicide prevention lifeline information. Gear Up representative Gerra Murray is on our campus Wednesday to assist students with counseling sessions and provide students with information in all of the areas listed on this report

Strategy 4 Details

Reviews


LDMC-Individual counseling sessions
 Small group sessions. Daily 'check-in' on students via google form and in person. Crisis responsive services, Prevention responsive services, Intervention responsive services. Coordination with CIS, home campus counselors, and LPC as needed
 Coordinator of Counseling-Professional development for staff on Managing School Crises, Psychological First Aid, Children of Domestic Violence, Social Emotional Learning and , Compassion Fatigue. Printed 2000 high school student ID badges with local 24/7 community crisis hotlines and 24/7 suicide help center. Established a start of year LISD & Community MH Partners planning session to address needs while cultivating an oasis within the Caldwell County counseling desert. Initiated formal relationships with the Hays -Caldwell Women's Center and Bluebonnet Counseling Association. Researched the Kognito conflict resolution and suicide prevention student curriculum for secondary school sites. Researched and interviewed Gaggle safety monitoring systems.

Jan January Evidence of Progress

69

Mar March Evidence of Progress Reviews

Strategy 4 Details

	<p style="text-align: center;">June</p>  <p style="text-align: center;">June Evidence of Progress</p> <p style="text-align: right;">70</p>
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Strategy 5 Details	Reviews
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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

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."

Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration

Nov **November Evidence of Progress**

 All campuses have established one day a week to implement the 7 mindsets curriculum. Secondary campuses use advisory time for implementation .

Jan **January Evidence of Progress**

Mar **March Evidence of Progress**

June **June Evidence of Progress**

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.

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."

Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration

Strategy 6 Details

Nov



November Evidence of Progress

ABS- Second Step SEL lessons built around being kind as well as Connections small groups on the same. SEL lessons and discussions about personal space and the rights of others not to be touched. SEL lessons leading to social-emotional wellbeing as well as small groups and individual counseling. Students receive the 7 Mindsets lessons. Bluebonnet- Sept and ongoing Counselor Lessons cover SEL topics and teachers cover SEL topics on Mindset Mondays. October Counselor Lessons in all classes topic was Bullying. Clear Fork-7 Mindset lessons (teacher-led) every Monday

- * K-5 guidance lesson: anti-bullying
- * K-5 guidance lesson: practicing gratitude
- * Online 24/7 student self-referral to see the counselor ("purple notes")

Navarro- Second step SEL lessons built around being kind and see something/say something. Connections small groups on the same. SEL lessons and discussions about personal space and the rights of others not to be touched. SEL lessons leading to social-emotional wellbeing as well as small groups and individual counseling. Plum Creek- Social-Emotional well-being: Counselor facilitated classroom lessons as well as classroom teacher lessons via 7 Mindsets. Bully Awareness: Addressed during December. Character Education: Counselor and teacher-led lessons via 7 Mindsets. LJHS- Guidance-Sense of Belonging. Students receive a 7 Mindsets lesson weekly. Students receive Digital Citizenship weekly for 5 weeks. LHS- SEL: Students receive a 7 mindsets lesson weekly in their advisory classrooms. Internet Safety: This is taught in classrooms. Dating violence/Emotional Regulation/ positive decision making: Guidance Team and in collaboration with CIS, we are providing tiered support in these topic areas during flex time advisory. Pride- Daily greeting and release sessions are held and positive SEL support is provided. During lunch, regular 'check-ins' are held to provide students the opportunity to talk and share. 1-1 and small group sessions are available to students. All staff work to support the well-being of our students on a daily

Reviews

basis.
 LDMC- Individual counseling sessions. Small group sessions. Daily 'check-in' on students via google form and in person. Crisis responsive services, Prevention responsive services and Intervention responsive services. Coordination with CIS, home campus counselors, and LPC as needed Coordinator of Counseling-Professional development for staff on Children of Domestic Violence, Social-Emotional Learning, and Compassion Fatigue. Printed 2000 high school student ID badges with local 24/7 community crisis hotlines and 24/7 suicide help center. Established a start-of-year LISD & Community MH Partners planning session to address needs. Initiated formal relationships with the Hays -Caldwell Women's Center and Bluebonnet Counseling Association. Researched the Kognito drug/alc. student curriculum for social/emotional well-being. Researched and interviewed Gaggle safety monitoring systems.

Jan

January Evidence of Progress


Mar

March Evidence of Progress

73

Strategy 6 Details

Reviews




	<p>June</p>  <p>June Evidence of Progress</p> <p style="text-align: right;">74</p>
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Strategy 7 Details	Reviews
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Strategy 7: Lockhart ISD will post and implement the appropriate policies addressing child abuse, neglect, and sexual abuse of children.

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.

Staff Responsible for Monitoring: Deputy Superintendent

<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Completed. The TASB model student and staff handbooks were adapted to meet the practices of Lockhart ISD in August 2021. These handbooks outline the practices and policies addressing child abuse, neglect, and sexual abuse of children.</p>
<p>Jan</p> 	<p>January Evidence of Progress</p>
<p>Mar</p> 	<p>March Evidence of Progress</p>
<p>June</p>	<p>June Evidence of Progress</p>

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.

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.

Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration

Nov



November Evidence of Progress

ABS- Second Step SEL lessons built around being kind as well as Connections small groups on the same. SEL lessons and discussions about personal space and the rights of others not to be touched.
 SEL lessons leading to social-emotional wellbeing as well as small groups and individual counseling.
 Students receive the 7 Mindsets lessons.
 Bluebonnet- Sept and ongoing Counselor Lessons cover SEL topics and teachers cover SEL topics on Mindset Mondays. October Counselor Lessons in all classes topic was Bullying.
 Clear Fork-7 Mindset lessons (teacher-led) every Monday
 * K-5 guidance lesson: anti-bullying
 * K-5 guidance lesson: practicing gratitude
 * Online 24/7 student self-referral to see the counselor ("purple notes")
 Navarro- Second step SEL lessons built around being kind and see something/say something. Connections small groups on the same. SEL lessons and discussions about personal space and the rights of others not to be touched.
 SEL lessons leading to social-emotional wellbeing as well as small groups and individual counseling.
 Plum Creek- Social-Emotional well-being: Counselor facilitated classroom lessons as well as classroom teacher lessons via 7 Mindsets.
 Bully Awareness: Addressed during December.
 Character Education: Counselor and teacher-led lessons via 7 Mindsets.
 LJHS- Guidance-Sense of Belonging. Students receive a 7 Mindsets lesson weekly. Students receive Digital Citizenship weekly for 5 weeks.
 LHS- SEL: Students receive a 7 mindsets lesson weekly in their advisory classrooms. Internet Safety: This is taught in classrooms. Dating violence/Emotional Regulation/ positive decision making: Guidance Team and in collaboration with CIS, we are providing tiered support in these topic areas during flex time advisory.
 Pride- Daily greeting and release sessions are held and positive SEL support is provided.
 During lunch, regular 'check-ins' are held to provide students the opportunity to talk and share. 1-1 and small group sessions are available to students. All staff work to support the well-being of our students on a daily

Strategy 8 Details

Reviews

basis.
 LDMC- Individual counseling sessions. Small group sessions. Daily 'check-in' on students via google form and in person. Crisis responsive services, Prevention responsive services and Intervention responsive services. Coordination with CIS, home campus counselors, and LPC as needed
 Coordinator of Counseling-Professional development for staff on Children of Domestic Violence, Social Emotional Learning and Compassion Fatigue. Printed 2000 high school student ID badges with local 24/7 community crisis hotlines and 24/7 suicide help center. Established a start-of-year LISD & Community MH Partners planning session to address needs. Initiated formal relationships with the Hays -Caldwell Women's Center and Bluebonnet Counseling Association. Researched the Kognito drug/alc. student curriculum for social/emotional well-being. Researched and interviewed Gaggle safety monitoring systems.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

77


Strategy 8 Details






Reviews

June





June Evidence of Progress





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>	<p>Nov November Evidence of Progress</p> <p> On October 14, an attendance systems planning meeting was held to investigate our current attendance taking practices and the necessary supports to improve these processes if any. Campuses were able to share best practices. Individual meetings with the deputy superintendent and each campus have been held to review their response to chronic absenteeism and processes outlined with a tier approach. Campuses are currently finalizing their individual tiered approaches on their campuses. As of December 3rd, the cumulative attendance rate is 89%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p> <p> # of Events YTD: 4 # of Referrals to resources or service: 20 to services; 700 to resources</p> <p># of encounters (phone calls, in-person meetings, zoom, home visits, emails, invitations to training or events; attendance at training or events): 10,368</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 80</p> <p>June June Evidence of Progress</p>
<p>  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: 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Chief financial officer, Deputy Superintendent, Human Resources Director</p>	<p>Nov November Evidence of Progress</p>  <p>Effective 21-22 school year, adjustments were made to the district's compensation pay schedules resulting in being within 102% of market for starting teacher pay. Additionally, adjustments were made to the minimum pay in the paraprofessional and auxiliary pay schedules resulting in competitive pay within the district's market. All staff received a 3% general pay increase (GPI), as well as a one-time retention and incentive payment also qualifying long-term substitute teachers who with at least 50 days of substituting. This year, the CFO and Director of Human Resources are working with TASB HR Services in reviewing the 22-22 district compensation plan.</p> <p>Jan January Evidence of Progress 81</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> 



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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Deputy Superintendent, Campus Administration</p>	<p>Nov November Evidence of Progress</p> <p> The district joined Texas State University in becoming a partner in the US PREP National Coalition. Through this partnership, Texas State University education program students are placed and complete their residencies in LISD schools. The year-long residency program went into effect at the start of the 21-22 school year, placing 12 residents at Clear Fork Elementary and 8 residents at Bluebonnet Elementary. Beginning in the 21-22 school year, the district also approved 4 instructional aide positions only for Texas State University or other university students enrolled in a bilingual program incentivizing their student teaching time with the district allowing them to be paid while completing their student teaching with the district. For the Spring 2022 cohort, the district has already placed a total of 8 bilingual student teachers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p> 82</p>
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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Executive Director of Communication and Community Services, Deputy Superintendent</p>	<p>Nov November Evidence of Progress</p> <p> The district attended an in-person teacher job fair at Texas State University on 11/10/2021 resulting in hiring all 5 bilingual student teachers & 1 ELAR teacher.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p>



Strategy 4 Details	Reviews
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased acquisition and retention of an ethnically diverse and linguistically diverse staff.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Deputy Superintendent, Campus Administration</p>	<p>Nov November Evidence of Progress</p> <p> The district continues to communicate with Huston-Tillotson University in Austin, TX in creating a partnership with their education program. Communication took place with Dean of Student Affairs Ericka Jones who referred us to Dr. Santillanes. Will continue to follow up on this contact. The district is currently working on making contact with Prairie View A&M University.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p>







Strategy 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>	<p>Nov November Evidence of Progress</p> <p> To date, there are 98 active subs. Since the start of the 21-22 school year, the district has held 3 substitute orientation sessions: 8/20, 9/30, and 11/2, and the 4th one is scheduled on 1/3/2022. So far, a total of 19 new substitutes have been hired this school year, with at least 3 more pending new hires for the month of December. The last substitute orientation is tentatively scheduled for March. Recruiting efforts have been posted on Indeed, TASA, the district's Facebook, Instagram, Twitter social media accounts. Flyers were also handed out by HR staff on 9/17/2021 at a home football game at Lions Stadium, and on 9/17 an announcement was made at this home game along with advertising the hiring of substitutes on the field jumbotron screen. On 9/7/2021, the district approved an increase in the daily rate of \$105 for non-degree and \$110 for certified teachers. On 9/27/2021, the Board of Trustees approved a \$20 increase over the long-term daily rate for those substitutes that commit to an assignment, at a designated campus, for the remainder of the 21-22 school year; \$110 for non-degree and \$125 daily rate for certified teachers.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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>	<p>Nov November Evidence of Progress</p> <p> 88% of teachers who need the 30-Hour Foundational Training are complete. 75% of the 6-hour updates are complete. 88% of the administrators and counselors have completed their required training.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p> <p> Conducted 8th grade visits to LHS and planning for Spring Visit by 5th graders to LJH. ⁸⁵</p> <p>K-12 students have logged in collectively 8,380 times.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p> <p> The district currently has 52 new to the profession teachers for the 2021-2022 school year. There have been 4 new to the profession meetings as of December 2022. There is intentionality around these sessions to support the needs of the new to the profession staff at that particular time point. For example, in the November session we focused on standards and provided the new teachers time to work one-on-one with the instructional coaches.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> There were 3 ESL Academy sessions provided in the summer as we entered the 2021-2022 school year⁸⁶. There were a total of 38 teachers who attended the academies and 22 are now certified. There were a total of 28 ESL waivers submitted the 2021-2022 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 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 growth.</p> <p>Staff Responsible for Monitoring: Stephaine Camarillo (Lead), Faith Pope, Cynthia Vasquez, Todd McBride, Melissa Corona, Melissa Royer</p>	<p>Nov November Evidence of Progress  Conducted three modules in the Instructional Leadership Academy which include 25-35.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Implement professional development and monitoring procedures for Digital Citizenship to improve Classroom Community</p> <p>Strategy's Expected Result/Impact: 100% of district librarians would complete online training and apply to be a Common Sense Certified Educator</p> <p>Staff Responsible for Monitoring: Juan Orozco, Chi Rocha, Suzanne Gaddis, Deborah Hilton</p>	<p>Nov November Evidence of Progress  The following campus librarians have completed the common sense educator course.: Navarro, Clear Fork, Plum Creek, and ABS. 87</p> <p>Two campuses (NAV and PCE) have received national recognition of being a CommonSense Media School.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






Goal 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>	<table border="1"> <thead> <tr> <th data-bbox="1251 423 1388 467">Nov</th> <th colspan="2" data-bbox="1388 423 2020 467">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1251 467 1388 781">  </td> <td colspan="2" data-bbox="1388 467 2020 781"> <p>LISD launched the "Lockstar" recognition campaign to encourage leaders and staff to recognize staff and students for behaviors that reflect our district values. The communication office developed a toolkit for leaders and staff, which is housed in a shared drive. Additionally, the district ordered Lockstar swag to increase wearable visibility of the district values. Also, the district designed and ordered banners and posters for every campus to provide that everyday reminder of district values.</p> </td> </tr> <tr> <td data-bbox="1251 781 1388 857">Jan</td> <td data-bbox="1388 781 1927 857">January Evidence of Progress</td> <td data-bbox="1927 781 2020 857">88</td> </tr> <tr> <td data-bbox="1251 857 1388 933">Mar</td> <td colspan="2" data-bbox="1388 857 2020 933">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1251 933 1388 1010">June</td> <td colspan="2" data-bbox="1388 933 2020 1010">June Evidence of Progress</td> </tr> </tbody> </table>	Nov	November Evidence of Progress			<p>LISD launched the "Lockstar" recognition campaign to encourage leaders and staff to recognize staff and students for behaviors that reflect our district values. The communication office developed a toolkit for leaders and staff, which is housed in a shared drive. Additionally, the district ordered Lockstar swag to increase wearable visibility of the district values. Also, the district designed and ordered banners and posters for every campus to provide that everyday reminder of district values.</p>		Jan	January Evidence of Progress	88	Mar	March Evidence of Progress		June	June Evidence of Progress	
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Jan	January Evidence of Progress	88														
Mar	March Evidence of Progress															
June	June Evidence of Progress															
<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: Establish a culture and equitable process that invests in the identification, growth and support of high potential leaders across Lockhart ISD.

Strategy 1 Details	Reviews
<p>Strategy 1: During the 2021-2022 school year the District leadership team will meet monthly to develop an action plan to meet the high potential goal.</p>	<p>Nov November Evidence of Progress  Continued work with committee members during monthly leadership meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">89</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 5: Lockhart ISD will prepare new leaders to be successful from the start with onboarding that is intentional, inclusive, and supportive to ensure they will stay in our school district.

Evaluation Data Sources: Surveys, Listen, Leadership Review, Exit Interview - Output, Themes, Entry Interview

Strategy 1 Details	Reviews							
<p>Strategy 1: During the 2021-2022 school year the District leadership team will meet monthly to develop an action plan to meet the onboarding goal.</p>								
	<table border="1"> <tr> <td data-bbox="1260 436 1375 576"> <p>Nov</p>  </td> <td data-bbox="1375 436 2026 576"> <p>November Evidence of Progress Continued work with committee members during monthly leadership meetings.</p> </td> </tr> <tr> <td data-bbox="1260 576 1375 641"> <p>Jan</p> </td> <td data-bbox="1375 576 2026 641"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 641 1375 706"> <p>Mar</p> </td> <td data-bbox="1375 641 2026 706"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 706 1375 808"> <p>June</p> </td> <td data-bbox="1375 706 2026 808"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress Continued work with committee members during monthly leadership meetings.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>
<p>Nov</p> 	<p>November Evidence of Progress Continued work with committee members during monthly leadership meetings.</p>							
<p>Jan</p>	<p>January Evidence of Progress</p>							
<p>Mar</p>	<p>March Evidence of Progress</p>							
<p>June</p>	<p>June Evidence of Progress</p>							
<p style="text-align: right;">90</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 820 661 860">  No Progress </div> <div data-bbox="756 820 976 860">  Accomplished </div> <div data-bbox="1071 820 1333 860">  Continue/Modify </div> <div data-bbox="1428 820 1627 860">  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 6: Establish and clarify roles and expectations based on district values to coach for professional growth and increase retention.

Strategy 1 Details	Reviews
<p>Strategy 1: During the 2021-2022 school year the District leadership team will meet monthly to develop an action plan to meet the goal of clarifying roles and expectations based on the district values.</p>	<p>Nov November Evidence of Progress  Continued work with committee members during monthly leadership meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Alma Brewer Strawn Elementary
2021-2022 Formative Review with Notes

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Goals 3

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. 3

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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.

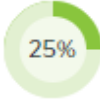
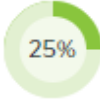
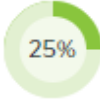












Evaluation Data Sources: Istation data, checkpoint data, running records data

Summative Evaluation: Significant progress made toward meeting Objective

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>	<table border="0"> <tr> <td data-bbox="1276 646 1373 672">Nov</td> <td data-bbox="1528 646 1902 672">November Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 678 1373 776"></td> <td data-bbox="1411 678 2003 776">Teachers were provided with Guided Reading Expectations, training, and supports necessary to meet the goal.</td> <td></td> </tr> <tr> <td data-bbox="1297 802 1352 828">Jan</td> <td data-bbox="1541 802 1890 828">January Evidence of Progress</td> <td data-bbox="1936 786 1969 812">94</td> </tr> <tr> <td data-bbox="1297 873 1352 899">Mar</td> <td data-bbox="1549 873 1881 899">March Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 948 1352 974">June</td> <td data-bbox="1558 948 1873 974">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			Teachers were provided with Guided Reading Expectations, training, and supports necessary to meet the goal.		Jan	January Evidence of Progress	94	Mar	March Evidence of Progress		June	June Evidence of Progress	
Nov	November Evidence of Progress															
	Teachers were provided with Guided Reading Expectations, training, and supports necessary to meet the goal.															
Jan	January Evidence of Progress	94														
Mar	March Evidence of Progress															
June	June Evidence of Progress															

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>	<p>Nov November Evidence of Progress</p> <p> A PLC/LPR calendar was established since the BOY. Due to HB4545 and CBAs, the calendar was been modified to strategically schedule meetings where teachers and administrators discuss student data, review lesson plans, and perform peer observations.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: The campus will 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>	<p>Nov November Evidence of Progress</p> <p> We met proficient or above on three of the five strategies at from Aug. - Nov. 95</p> <p>Lesson Frame - 89%</p> <p>Power Zone - 94%</p> <p>Recognize & Reinforce - 85%</p> <p>Frequent Small Group Purposeful Talk - 55%</p> <p>Critical Writing -59%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div> <p>November Evidence of Progress</p> <p>Priority to students who fall in Tier 3 (in grades 2-5) have been receiving additional support from two interventionist and part time from an instructional coach. Due to HB4545 and reassigning two interventionist back to classrooms, Kinder and 1st grade Tier 3 students have not been served to this point. New bilingual teachers have been hire to start in January and have the original two interventionist be assigned to help support Tier 3 students in all grade levels.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Jan</div> <div>January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Mar</div> <div>March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">June</div> <div>June Evidence of Progress</div> </div>
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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div> <p>November Evidence of Progress</p> <p>We met proficient or above on two of the three strategies at from Aug. - Nov. 96 Sentence Stems - 50% Flexible Grouping - 84% Visuals - 94%</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Jan</div> <div>January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Mar</div> <div>March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">June</div> <div>June Evidence of Progress</div> </div>







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>	<table border="1"> <thead> <tr> <th data-bbox="1249 440 1402 480">Nov</th> <th data-bbox="1402 440 2028 480">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 480 1402 643">  </td> <td data-bbox="1402 480 2028 643"> Not enough instructional walkthroughs have been conducted to measure this progress. Instructional walkthroughs schedules have been modified to ensure more walkthroughs are being conducted targeting special education classes. </td> </tr> <tr> <td data-bbox="1249 643 1402 699">Jan</td> <td data-bbox="1402 643 2028 699">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 699 1402 756">Mar</td> <td data-bbox="1402 699 2028 756">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 756 1402 870">June</td> <td data-bbox="1402 756 2028 870">June Evidence of Progress</td> </tr> </tbody> </table>	Nov	November Evidence of Progress		Not enough instructional walkthroughs have been conducted to measure this progress. Instructional walkthroughs schedules have been modified to ensure more walkthroughs are being conducted targeting special education classes.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Mar	March Evidence of Progress										
June	June Evidence of Progress										
<table border="0"> <tr> <td data-bbox="464 878 663 922">  No Progress </td> <td data-bbox="762 878 982 922">  Accomplished </td> <td data-bbox="1081 878 1331 922">  Continue/Modify </td> <td data-bbox="1432 878 1627 922">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue						
 No Progress	 Accomplished	 Continue/Modify	 Discontinue								

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.

Summative Evaluation: Significant progress made toward meeting Objective

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>Nov November Evidence of Progress</p>  <p>A math and literacy night was organized and facilitated by all grade levels. Make and take activities were provided for students and parents. The event was in person and we had over 150+ participants attend.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">98</p>
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>	<p>Nov November Evidence of Progress</p>  <p>We met proficient or above on three of the five strategies at from Aug. - Nov.</p> <ul style="list-style-type: none"> Lesson Frame - 89% Power Zone - 94% Recognize & Reinforce - 85% Frequent Small Group Purposeful Talk - 55% Critical Writing - 59% <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


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>	<p>Nov November Evidence of Progress</p> <p> Here is the progress of dreambox lesson completed per week (for grade K-5) for the last three months; September - 4 lessons per/week October -4.3 lessons per/week November - 4.2 lessons per/week</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p style="text-align: right;">99</p> <p>Nov November Evidence of Progress</p> <p> Not enough instructional walkthroughs have been conducted to measure this progress. Instructional walkthroughs schedules have been modified to ensure more walkthroughs are being conducted targeting special education classes.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	








Goal 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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<p>Nov November Evidence of Progress</p> <p> Tracking the 7 mindset lesson completed per teacher was not updated. Training and support was provided by campus counselor to help teacher track their progress. Quick walks to check that lessons are being completed by teachers have been scheduled and conducted by admins and counselor.</p> <p>Jan January Evidence of Progress 100</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<table border="1"> <tr> <td data-bbox="1249 376 1402 539"> <p>Nov</p>  </td> <td data-bbox="1402 376 2028 539"> <p>November Evidence of Progress</p> <p>Attendance percentages for the each month; September - 88% October - 92% November - 94%</p> </td> </tr> <tr> <td data-bbox="1249 539 1402 613"> <p>Jan</p> </td> <td data-bbox="1402 539 2028 613"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 613 1402 688"> <p>Mar</p> </td> <td data-bbox="1402 613 2028 688"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 688 1402 776"> <p>June</p> </td> <td data-bbox="1402 688 2028 776"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Attendance percentages for the each month; September - 88% October - 92% November - 94%</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>June</p>	<p>June Evidence of Progress</p>								
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">101</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: 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, 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>	<p>Nov November Evidence of Progress</p> <div data-bbox="1276 456 1373 553"> </div> <p>All new teachers to profession have been pair up with a mentor. Mentors attended a required district training and are documenting their meetings and levels of support for mentees. Admins check at least two times a week to check on new teachers. HR surveyed demonstrated new to profession and new to campus teachers are supported by mentors, administrators, and district level personnel.</p> <p>Two new Texas State student teachers (in bilingual education) completed their student teaching semester and received a probationary contract to start in January 2022.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>Nov November Evidence of Progress</p> <p> Over 90% of bilingual teachers have participated in the dual language trainings that have been offered to date. Tri-district Dual Language PD in July 2021 in San Marcos - 94% attendance Enhancing Literacy Skills in Dual Language and Gen. Ed. Settings in October 7 & 8 - 100% attendance Grade Level Dual Language trainings in October PLCs - 94% attendance</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p> <p> K-3 teachers have demonstrated to follow the Dual Language Time and Treatment schedule per grade level at proficiency or above (94% accuracy) from September to November.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: 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: Level 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p> <p> New special education bilingual teacher has received one-on-one training on creating IEP goals, facilitating of an ARD, and continues to work on learning the ESped program. She is working independently on all three areas. Mentor and co-teacher work closely with her on case load and student progress. Administrators check in with her at least twice a month to provide support.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: 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: Level 5: Effective Instruction - Targeted Support Strategy</p>	<p style="text-align: right;">104</p> <p>Nov November Evidence of Progress</p> <p> Teachers with students identified as TAG have completed the required certification to meet the needs of students and stay in compliance.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Bluebonnet Elementary
2021-2022 Formative Review with Notes

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Mission Statement

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

Vision

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.

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

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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

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

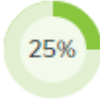
Sentence Stems








Fundamental 5 Instructional strategies

Evidence of Learning

Strategy 1 Details	Reviews
<p>Strategy 1: Differentiated Instruction (sentence stems) during Reading instruction</p> <p>Staff Responsible for Monitoring: Principal, Belinda Vasquez Assistant Principal, Monica Saldivar</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>Sentence Stems are being used in classrooms k-5. Walkthrough data shows 34% accomplished 6.9% distinguished 20.69% proficient 24% developing 13% improv needed</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Students and teachers will actively participate in school wide DEAR time to increase student reading progress and attain goals in Accelerated Reader.</p> <p>Strategy's Expected Result/Impact: 80% of students will make progress towards their individual student goals in Accelerated Reader.</p> <p>Staff Responsible for Monitoring: Will be monitored by librarian, principal and assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> Independent reading times are set for K-5 grades. Words read through AR are: 21, 391,715!</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will participate in Professional Learning Communities (PLC) weekly for planning and discussing campus deficit of TEK reading standards as identified by each grade level. 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>Nov November Evidence of Progress</p> <p> Evidence of learning data for PLC cycle 1 Kindergarten -75% mastered skill 1st grade- 98% mastered skill 1.2bii 2nd grade- 73.6% mastered skill -2.3B 3rd grade- mastered skill 3.3B 4th grade- 82% mastered skill 4.4A 5th grade- 73% mastered skill 5.7 D</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">109</p>
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>	<p>Nov November Evidence of Progress</p> <p> FSGPT goal is 40%- 60% usage Critical writing goal is 15%- 62% usage</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: 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>	<p>Nov November Evidence of Progress</p>  <p>4th CBA 1- app- 42.86% CBA2- 59.77% meets- 22.62% 40.23% masters 7.14 % 24.14%</p> <p>5th CBA1 - app- 58.44% CBA2- 81% meets-44% 56% masters 18% 39%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


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>	<div style="text-align: right;">111</div> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Nov</td> <td style="text-align: center;">November Evidence of Progress</td> </tr> <tr> <td style="text-align: center;"></td> <td>Kinder- goal 100 words- 22/100 1st-100 words- 26/100 2nd- 200 words 50/100 3rd-300 words 100/300 4th-400 words 110/400 5th-500 words 224/500</td> </tr> <tr> <td style="text-align: center;">Jan</td> <td style="text-align: center;">January Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">Mar</td> <td style="text-align: center;">March Evidence of Progress</td> </tr> <tr> <td style="text-align: center;">June</td> <td style="text-align: center;">June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress		Kinder- goal 100 words- 22/100 1st-100 words- 26/100 2nd- 200 words 50/100 3rd-300 words 100/300 4th-400 words 110/400 5th-500 words 224/500	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Jan	January Evidence of Progress										
Mar	March Evidence of Progress										
June	June Evidence of Progress										
<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.


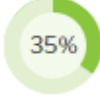
Performance Objective 2: During the 2021-2022 school year, 75 % of K-5 students will make 1.5 years of growth progress in MATH

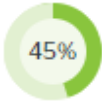





HB3 Goal

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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>20%</p> </div> <div style="text-align: right;"> <p>November Evidence of Progress 2-5th grade Math Ren Learn growth is 50.5%</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p> </div> <div style="text-align: right;"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: right;"> <p>June Evidence of Progress</p> </div> </div> </div>

112


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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Kinder average lessons per week- 5.8 lessons/wk</p> <p>1st average lessons per week- 7.1 lessons/wk</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div style="text-align: center;"><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div style="text-align: center;"><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div style="text-align: center;"><p>June Evidence of Progress</p></div> </div>
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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>2-5th grade Math Ren Learn growth is 50.5%</p> <p>113</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div style="text-align: center;"><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div style="text-align: center;"><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div style="text-align: center;"><p>June Evidence of Progress</p></div> </div>






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>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 131 1377 269"> <p>Nov</p>  </div> <div data-bbox="1409 131 1902 383"> <p>November Evidence of Progress</p> <p>4th CBA 1- app- 74.12% CBA2- 86.36% meets- 31.76% 60.23% masters 16.47% 46.59%</p> <p>5th CBA1 - app- 60.49% CBA2- 76.92% meets-35.8% 42.31% masters 27.16% 16.67%</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 407 1356 431">Jan</div> <div data-bbox="1541 407 1892 431">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 480 1356 505">Mar</div> <div data-bbox="1551 480 1881 505">March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 553 1356 578">June</div> <div data-bbox="1562 553 1871 578">June Evidence of Progress</div> </div>
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>	<div style="text-align: right; margin-bottom: 20px;">114</div> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 1057 1377 1195"> <p>Nov</p>  </div> <div data-bbox="1409 1057 1986 1154"> <p>November Evidence of Progress</p> <p>During Math instruction 46.3% of students are using manipulatives.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 1211 1356 1235">Jan</div> <div data-bbox="1541 1211 1892 1235">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 1284 1356 1308">Mar</div> <div data-bbox="1551 1284 1881 1308">March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1297 1357 1356 1382">June</div> <div data-bbox="1562 1357 1871 1382">June Evidence of Progress</div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1433 663 1479">  No Progress </div> <div data-bbox="762 1433 982 1479">  Accomplished </div> <div data-bbox="1081 1433 1331 1479">  Continue/Modify </div> <div data-bbox="1430 1433 1629 1479">  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: Bluebonnet will increase parent engagement this year by reaching a goal of 50 members in PTA, and parent family attendance at all school events.

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.</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 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>	<p>Nov November Evidence of Progress  Literacy night on Sept 9, 2021- 150 families were in attendance and childcare provided for 12 kids.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>


Strategy 2 Details	Reviews
<p>Strategy 2: Bluebonnet will provide at least two dinners for our family engagement events.</p> <p>Strategy's Expected Result/Impact: Providing dinner and snacks will increase more parent involvement.</p> <p>Staff Responsible for Monitoring: Administration/ teacher leads</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 1, 5 - Parent and Community Engagement 1</p>	<div data-bbox="1276 380 2024 753" style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div data-bbox="1276 422 1375 519">  <p>20%</p> </div> <p>Due to Thanksgiving meal shortages, we were unable to provide a meal in November. We did provided food at fall fest (Oct. 29)</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 763 661 812">  No Progress </div> <div data-bbox="756 763 976 812">  Accomplished </div> <div data-bbox="1071 763 1333 812">  Continue/Modify </div> <div data-bbox="1428 763 1627 812">  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 2: Bluebonnet will provide Violence and Health education through 7 Mindsets.

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</p> <p>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</p> <p>Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	<p>Nov November Evidence of Progress  Only 11 disciplinary referrals have been written.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">117</p>


Strategy 2 Details	Reviews
<p>Strategy 2: Counselor Guidance lessons monthly with a focus on self awareness, problem solving, and social interaction</p> <p>Strategy's Expected Result/Impact: Students will feel connected to an adult on campus and know how to talk through emotions with words.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>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</p> <p>Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 5 - Perceptions 5 - Parent and Community Engagement 1</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress Only 11 disciplinary referrals have been written.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished </div> <div style="display: flex; gap: 20px;">  Continue/Modify  Discontinue </div> <div style="text-align: right;">118</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: Bluebonnet will increase student attendance. Attendance goal is 97%

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>	<p>Nov November Evidence of Progress</p>  <p>Our cumulative attendance percentage for the year is 91.06%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">119</p>

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>	<div data-bbox="1276 423 2028 792"> <p>Nov November Evidence of Progress</p>  <p>Our cumulative attendance percentage for the year is 91.06%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="464 808 659 854">  No Progress </div> <div data-bbox="762 808 978 854">  Accomplished </div> <div data-bbox="1079 808 1331 854">  Continue/Modify </div> <div data-bbox="1434 808 1625 854">  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: Bluebonnet will increase teacher retention by 15% for the 2021-2022 school year.

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>	<p>Nov November Evidence of Progress</p>  <p>Campus admin had new teacher support meeting October 13. Supported- 92% More opportunities to observe others-88%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 121</p>
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>	<p>Nov November Evidence of Progress</p>  <p>100% of teachers have had a goal setting conference with an administrator to set goals for coaching cycles.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Teacher shout outs weekly to recognize each other and be specific on actions witnessed.</p> <p>Strategy's Expected Result/Impact: teachers will participate in a positive culture collective voice peer to peer team building</p> <p>Staff Responsible for Monitoring: teachers</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 - Comprehensive Support Strategy - 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>	<p>Nov November Evidence of Progress</p> <p> Average 3-4 daily shout outs during morning announcements. 22/65 staff members have been recognized by a peer during Wed faculty meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Bluebonnet will work with Tx State US prep Grant to help teachers and future teachers work successfully in public education.</p>	<p>Nov November Evidence of Progress</p> <p> On going collaboration with TXST US prep, Laura Lee Stroud , Minda Lopez, and admin meet twice a month on Fridays from 9-10am.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 122</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Bluebonnet will implement a campus wide Distributive leadership playbook</p>	<p>Nov November Evidence of Progress</p> <p> Distributive Leadership playbook created and implemented in October. Teachers are holding themselves accountable.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

**Lockhart Independent School District
George W.Carver Early Education Center
2021-2022 Formative Review with Notes**



Mission Statement

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

Vision

-

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

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Goals






Goal 1: 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>	<p>Nov November Evidence of Progress We are currently at 58% mastery at this time</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 126</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress All students enrolled in Pre-K were assessed at the nine-week grading period. Students are on target to be kindergarten-ready. There is a significant increase compared to last year's 56%. Pre-K students are currently at 77% in Emergent Literacy.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p>  <p>We are making significant progress in meeting this goal Reading PZ 70% at Proficient and above R&R 96% Proficient and above FGSPT 52% at Proficient and above LF 96% at Proficient and above CW 31% at Proficient and above</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p>  <p>All teachers received training/PD on Frogstreet in June 2021 and again in October 2021. We waited until October for the second training to give the teachers time to use the materials so that they could bring any 127 questions or concerns to the next training sessions. Additional training may be brought in based on teacher feedback.</p> <p>Jan January Evidence of Progress</p>  <p>Mar March Evidence of Progress</p>  <p>June June Evidence of Progress</p>






Strategy 5 Details	Reviews
<p>Strategy 5: 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>	<p>Nov November Evidence of Progress</p> <p> Teachers received the first round of training in August 2021. Additional discussions are happening during PLCs. More discussions were needed on flexible grouping in which some teachers are receiving coaching on.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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.</p> <p>Strategy's Expected Result/Impact: Students will master the RSK math skills by meeting at least the "Set" standard.</p> <p>Staff Responsible for Monitoring: Teacher, and Principal</p>	<p>Nov November Evidence of Progress</p>  <p>We are making significant gains in the RSK math skills. After the first grading period, we are at 72.4%. Teachers are using sentence stems a lot more in math. Since adding sentence stems to the fundamental 5 walkthrough form teachers are at 70%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Pre-K students will be assessed once per nine weeks using the Ready Set K skills for math.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 90% of students will reach "Set" or beyond on the skills assessed in RSK.</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p>	<p>Nov November Evidence of Progress</p>  <p>All students enrolled in Pre-K were assessed at the nine-week grading period on the RSK math skills, 219 students were assessed. Students are on target to be kindergarten-ready at 72% mastery.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p> <p>In math we are making progress, but more observations are needed in math compared to reading. Our Fundamental 5 data in math is currently PZ 75; RR 100%; FSGPT 50%; LF 100%; CW 50% (4 WT)</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Students are assessed at the six weeks and nine weeks grading periods over the five math skills in RSK.</p> <p>Strategy's Expected Result/Impact: Student's skills in math increase.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	<p>Nov November Evidence of Progress</p> <p> All Pre-K students who were enrolled were assessed at the six-week grading periods. 130</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 2: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Parents</p>	<table border="0"> <tr> <td data-bbox="1276 370 1381 506"> <p>Nov</p>  </td> <td data-bbox="1402 370 2018 652"> <p>November Evidence of Progress</p> <p>Parents were able to attend meetings on zoom/google before the campus went to level 1. Parents were able to attend the parent/teacher conference in October face to face if that was their preference as long as a mask was worn. Once the campus went to level 1 via the COVID MARIX parents are welcome to come to have lunch with their child. Our Math Family Night in December will be held face to face</p> </td> </tr> <tr> <td data-bbox="1276 669 1381 701"> <p>Jan</p> </td> <td data-bbox="1402 669 2018 701"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1276 743 1381 776"> <p>Mar</p> </td> <td data-bbox="1402 743 2018 776"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1276 818 1381 850"> <p>June</p> </td> <td data-bbox="1402 818 2018 850"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Parents were able to attend meetings on zoom/google before the campus went to level 1. Parents were able to attend the parent/teacher conference in October face to face if that was their preference as long as a mask was worn. Once the campus went to level 1 via the COVID MARIX parents are welcome to come to have lunch with their child. Our Math Family Night in December will be held face to face</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>Jan</p>	<p>January Evidence of Progress</p>								
<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								



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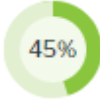
Strategy 2 Details	Reviews
<p>Strategy 2: Students will be recognized monthly for exceptional attendance.</p> <p>Strategy's Expected Result/Impact: ADA will reach at least 95%.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, and Parents</p>	<p>Nov November Evidence of Progress</p>  <p>Some progress has been made since the beginning of the year. We have gone from 80+ percentage to 91%. We are making progress but we are not where we want to be. Students with good attendance are rewarded with brag tags, certificates, and their names announced over the intercom. Second semester we have attendance incentives in place to the movie theatre, and Zach Theatre. We will also implement a Fun Friday attendance Activity each Friday for students who had perfect attendance for the week.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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.</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, PE Teacher, Nurse, Lead Teachers, and Principal</p>	<p>Nov November Evidence of Progress</p>  <p>Weekly options are sent out to the staff with 132 ideas/suggestions of things that they can do toward self-care. Self-care activities are part of PLCs and faculty meetings. Staff is also encouraged to take a 10-15 minute walk with their team 1-2 times per week while their class is covered during students' nap time. 100% of the teachers are doing breathing exercises with their students as part of the Conscious Discipline Star Breathing strategies.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>









Strategy 4 Details	Reviews								
<p>Strategy 4: Recognize staff who demonstrates any of the district's core values.</p> <p>Strategy's Expected Result/Impact: Increase staff retention rate, and improve school climate and morale.</p> <p>Staff Responsible for Monitoring: Principal, and staff</p>	<table border="1"> <tr> <td data-bbox="1249 233 1402 375"> <p>Nov</p>  </td> <td data-bbox="1402 233 2028 440"> <p>November Evidence of Progress</p> <p>Teachers are recognized weekly in PLC meetings and on the campus shout-out board in the main hallway. Teachers are recognized on social media and during announcements. Staff is recognized by both admin and their colleagues for displaying any of the LISD Values.</p> </td> </tr> <tr> <td data-bbox="1249 440 1402 500"> <p>Jan</p> </td> <td data-bbox="1402 440 2028 500"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 500 1402 560"> <p>Mar</p> </td> <td data-bbox="1402 500 2028 560"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 560 1402 662"> <p>June</p> </td> <td data-bbox="1402 560 2028 662"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Teachers are recognized weekly in PLC meetings and on the campus shout-out board in the main hallway. Teachers are recognized on social media and during announcements. Staff is recognized by both admin and their colleagues for displaying any of the LISD Values.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Teachers are recognized weekly in PLC meetings and on the campus shout-out board in the main hallway. Teachers are recognized on social media and during announcements. Staff is recognized by both admin and their colleagues for displaying any of the LISD Values.</p>								
<p>Jan</p>	<p>January Evidence of Progress</p>								
<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>									

Goal 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>	<p>Nov November Evidence of Progress</p>  <p>100% of the Teachers received a 1/2 day of Conscious Discipline Training in May. As of November 2021, all teachers received six of the seven days 1.5 hours of training on Conscious Discipline: Powers of resilience with a focus on strengthening the adult social-emotional skills and the adult and child interactions.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews 134
<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>	<p>Nov November Evidence of Progress</p>  <p>We are currently at 46.7% CD observed during walk-throughs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p>  <p>Through our implementation of conscious Discipline, a big focus is on teaching students key social-emotional emotional skills that will help them now and into their lives. A social-emotional counselor came on board in October and provides lessons and strategies to both students and teachers that address social-emotional components. The counselor also works with small groups of students based on teacher and parent referrals.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p>  <p>Information is sent out to parents via newsletters, shared on social media, special education support meetings, and will provide additional support at our Spring parent Night.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: 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>	<p>Nov November Evidence of Progress  50% of teachers have received their first coaching cycle meeting.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Teachers will have the opportunity to observe at least one teacher teach a lesson during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Increase teacher support, and learning opportunities.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	<p>Nov November Evidence of Progress  This process will begin in January 2022. All teachers will conduct a peer walk-through on at least one teacher for 15 minutes. 136</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Clear Fork Elementary
2021-2022 Formative Review with Notes

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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.

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Core Beliefs

We will face challenges without fear of failure because we know we are loved and have the grit needed to stay the course and succeed.

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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.	13
Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	16


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.

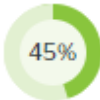

Performance Objective 1: Performance Objective 1: During the 2021-2022 school year, 80 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.



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 140
<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>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>69% of students are able to identify 6 upper/lowercase letters. ISIP Tier 1 Letter Knowledge: 36% November Kindergarten Team is at 26% Accomplished on Sentence Stems</p> </div> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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 develop word structure knowledge through phonemic awareness, phonics and morphology to decode and spell. As a result, 80% of students will be able 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>Nov November Evidence of Progress</p>  <p>73% of students are able to decode CVC words. November Tier 1 40% (Tier 3 at 31%-Baseline 41%) overall **CAT voted to adjust this goal to an overall score instead of just letter knowledge because most students test out of letter knowledge throughout the year. 1st grade is at a 31% accomplished+ for sentence stems</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>Nov November Evidence of Progress 141</p>  <p>Tier 1 for Spelling 34% 2nd grade is at 13% for accomplished + on sentence stems</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: 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>Nov November Evidence of Progress</p> <p> Tier 1 in Spelling 49% 3rd grade is at 37% Accomplished+ for sentence stems</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: 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>Nov November Evidence of Progress 142</p> <p> Tier 1 for Text Fluency 65% 4th grade is at 40% accomplished+ for sentence stems</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




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>Nov November Evidence of Progress  5.6F 66% correct on inferencing standard 5th grade is at 23% accomplished+ for sentence stems</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: 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>Nov November Evidence of Progress  17/19 students increased by at least 1 STAR level 1.89%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<table border="1"> <thead> <tr> <th data-bbox="1249 354 1396 397">Nov</th> <th data-bbox="1396 354 2018 397">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 397 1396 527">  </td> <td data-bbox="1396 397 2018 527"> 39% of 4th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2 64% of 5th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2 </td> </tr> <tr> <th data-bbox="1249 527 1396 576">Jan</th> <th data-bbox="1396 527 2018 576">January Evidence of Progress</th> </tr> <tr> <td data-bbox="1249 576 1396 690">  </td> <td data-bbox="1396 576 2018 690"></td> </tr> <tr> <th data-bbox="1249 690 1396 738">Mar</th> <th data-bbox="1396 690 2018 738">March Evidence of Progress</th> </tr> <tr> <td data-bbox="1249 738 1396 852">  </td> <td data-bbox="1396 690 2018 852">144</td> </tr> <tr> <th data-bbox="1249 852 1396 901">June</th> <th data-bbox="1396 852 2018 901">June Evidence of Progress</th> </tr> </tbody> </table>	Nov	November Evidence of Progress		39% of 4th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2 64% of 5th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2	Jan	January Evidence of Progress			Mar	March Evidence of Progress		144	June	June Evidence of Progress
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<table border="0"> <tr> <td data-bbox="466 925 661 974">  No Progress </td> <td data-bbox="766 925 982 974">  Accomplished </td> <td data-bbox="1081 925 1333 974">  Continue/Modify </td> <td data-bbox="1438 925 1627 974">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue										
 No Progress	 Accomplished	 Continue/Modify	 Discontinue												


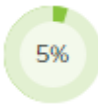
Goal 2: Goal 2: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in math.


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.

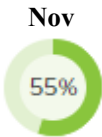
Evaluation Data Sources: Dreambox (Kindergarten and First Grade only)
 Monthly Renaissance Math Assessment (2nd-5th only)
 2022 STAAR Math
 Reflex Math
 Formative Assessments
 Curriculum-based Assessments (CBAs)

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>	<table> <tr> <td data-bbox="1297 548 1352 573">Nov</td> <td data-bbox="1528 548 1902 573">November Evidence of Progress</td> <td data-bbox="1413 581 1976 605">86% of kindergarten students are able to count to 25</td> </tr> <tr> <td data-bbox="1276 581 1373 678">  </td> <td data-bbox="1539 703 1887 727">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 703 1352 727">Jan</td> <td></td> <td></td> </tr> <tr> <td data-bbox="1297 776 1352 800">Mar</td> <td data-bbox="1549 776 1881 800">March Evidence of Progress</td> <td data-bbox="1938 784 1982 808">145</td> </tr> <tr> <td data-bbox="1297 849 1352 873">June</td> <td data-bbox="1560 849 1871 873">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress	86% of kindergarten students are able to count to 25		January Evidence of Progress		Jan			Mar	March Evidence of Progress	145	June	June Evidence of Progress	
Nov	November Evidence of Progress	86% of kindergarten students are able to count to 25														
	January Evidence of Progress															
Jan																
Mar	March Evidence of Progress	145														
June	June Evidence of Progress															

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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>10%</p> </div> <div> <p>November Evidence of Progress</p> <p>56% of students are able to skip count by 10 to 120 forward and backwards</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div><p>June Evidence of Progress</p></div> </div>
Strategy 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div> <p>November Evidence of Progress</p> <p>4% of students mastered at least 80% of the addition and subtraction facts</p> <p style="text-align: right;">146</p> <p>49% of students met their RenMath 1.5 goal</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div><p>June Evidence of Progress</p></div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: 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>Nov November Evidence of Progress</p> <p> 45% of students have mastered at least 80% of their addition and subtraction facts</p> <p>51% of students met their RenMath 1.5 goal</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: 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: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 54% of 4th grade students were able to relate decimals to fractions 4.2G ¹⁴⁷</p> <p>52% of 4th grade students who failed Math STAAR performed at the Approaches level on their CBA #2</p> <p>56% of students met their RenMath 1.5 goal</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 59% of students were able to add and subtract positive rational numbers 5.3K</p> <p>42% of 5th grade students who failed Math STAAR performed at the Approaches level on their CBA #2</p> <p>64% of students met their RenMath 1.5 goal</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: 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>148</p>



November Evidence of Progress
17/19 students increased by at least 1 STAR level-89%

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

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 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>	<p>Nov November Evidence of Progress  As of 12/6/21, current ADA is 90% for the 21-22 school year.</p> <p>Jan January Evidence of Progress 150</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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>Nov November Evidence of Progress</p> <p> Family Participation Percentages by Grade Level¹⁵¹</p> <ul style="list-style-type: none"> Kindergarten 81% 1st 65% 2nd 69% 3rd 78% 4th 72% 5th 73% FL: 48% <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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>	<p>Nov November Evidence of Progress</p> <p> All 3rd, 4th and 5th grade students were surveyed at beginning of the year. Results indicate that: 152</p> <p>75% of students surveyed feel connected to an adult at school.</p> <p>69% of students surveyed agree or strongly agree that they feel safe at school.</p> <p>65% of students surveyed agree or strongly agree that they have enough opportunities to move their body during the school day.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: 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>	<p>Nov November Evidence of Progress 153</p> <p> 37% of professionals and US Prep/Texas State residents have facilitated a teacher-led professional development session.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: 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>	<table border="1"> <thead> <tr> <th data-bbox="1260 613 1386 649">Nov</th> <th colspan="2" data-bbox="1386 613 2018 649">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1260 649 1386 763">  </td> <td colspan="2" data-bbox="1386 649 2018 763">51 students (11%) have conducted a student-led conference this year.</td> </tr> <tr> <td data-bbox="1260 763 1386 812">Jan</td> <td data-bbox="1386 763 1911 812">January Evidence of Progress</td> <td data-bbox="1911 763 2018 812">154</td> </tr> <tr> <td data-bbox="1260 812 1386 860">Mar</td> <td colspan="2" data-bbox="1386 812 2018 860">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1260 860 1386 909">June</td> <td colspan="2" data-bbox="1386 860 2018 909">June Evidence of Progress</td> </tr> </tbody> </table>	Nov	November Evidence of Progress			51 students (11%) have conducted a student-led conference this year.		Jan	January Evidence of Progress	154	Mar	March Evidence of Progress		June	June Evidence of Progress	
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Mar	March Evidence of Progress															
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 No Progress	 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 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>	<p>Nov November Evidence of Progress</p> <p> 86% of teachers surveyed report a satisfaction rate related to professional growth and improvement opportunities.</p> <p>Jan January Evidence of Progress 155</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Navarro Elementary
2021-2022 Formative Review with Notes

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.

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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>	<p>Nov November Evidence of Progress</p>  <p>All K-2 general education teachers have attended and completed 8 of 12 TEA Reading Academy modules and are implementing STR strategies in their classrooms. All grade levels are implementing Guided Reading, however we noticed the need for additional training campus wide. Guided reading refresher training is taking place with LISD Instructional Coaches and as of now, 2nd, 4th and 3rd grade have received training. As of November 47% of students K-5 are on track to meet their 1.5 Reading Goal and 12% of students K-5 have already met or exceeded their 1.5 Reading goal.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p>  <p>Grade level PLCs meet weekly on Thursday's and follow a 4 week cycle. Each cycle an instructional focus (TEK/standard) is set per grade level based on district scope sequence and data from district assessments.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p>  <p>November campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies</p> <p>Sentence Stems- 58% Visual Word Walls- 89% Flexible Grouping- 63% 160</p> <p>Our goal is to see these percentages increase to over 70%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> Navarro implemented accelerated learning plans for grades 4-5 in Reading this semester. Students receive 30 mins a day accelerated learning M-F in addition to 30 minutes daily of targeted skill focused intervention.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: 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>	<p style="text-align: right;">161</p> <p>Nov November Evidence of Progress</p> <p> November campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.</p> <p>Lesson Frame- 95% Power Zone-81% Recognize & Reinforce- 92% FSGPT-74% Writing Critically-62%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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Goal 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>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>Teachers provide targeted small group math instruction daily in grades K-5. As of November 49% of students in grades 2-5 have are on track to meet their 1.5 goal in Math based on StarRen data.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
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>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress 162</p> <p>The Navarro RTI committee meets the 3rd week of every PLC cycle to identify students in need of intervention and enrichment, discuss accommodations and supports for students struggling, and collaborate instructional strategies to achieve higher student learning outcomes.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

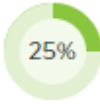
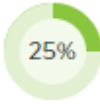
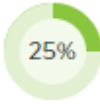




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Goal 1: Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.

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>	<table border="1"> <tr> <td data-bbox="1260 467 1375 609"> <p>Nov</p>  <p>25%</p> </td> <td data-bbox="1375 467 2026 641"> <p>November Evidence of Progress</p> <p>The Navarro writing committee has met monthly to discuss goals, themes, and development of campus wide writing rubric. The rubric is set to be reviewed and completed in January 2022.</p> </td> </tr> <tr> <td data-bbox="1260 641 1375 690"> <p>Jan</p> </td> <td data-bbox="1375 641 2026 690"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 690 1375 738"> <p>Mar</p> </td> <td data-bbox="1375 690 2026 738"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 738 1375 863"> <p>June</p> </td> <td data-bbox="1375 738 2026 863"> <p>June Evidence of Progress</p> <p style="text-align: right;">165</p> </td> </tr> </table>	<p>Nov</p>  <p>25%</p>	<p>November Evidence of Progress</p> <p>The Navarro writing committee has met monthly to discuss goals, themes, and development of campus wide writing rubric. The rubric is set to be reviewed and completed in January 2022.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p> <p style="text-align: right;">165</p>
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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>	<table border="1"> <tr> <td data-bbox="1251 526 1402 672"> <p>Nov</p>  </td> <td data-bbox="1402 526 2018 786"> <p>November Evidence of Progress</p> <p>Navarro teachers deliver 7 Mindset lesson weekly on "Mindset Monday" The campus recognizes students who demonstrate positive social emotional behaviors and LISD values weekly with our "Lion of the Week" recognition. In addition, Navarro guidance counselor delivers weekly guidance lessons based on 7 Mindset themes and current teacher/grade level needs.</p> </td> </tr> <tr> <td data-bbox="1251 786 1402 834"> <p>Jan</p> </td> <td data-bbox="1402 786 2018 834"> <p>January Evidence of Progress 166</p> </td> </tr> <tr> <td data-bbox="1251 834 1402 883"> <p>Mar</p> </td> <td data-bbox="1402 834 2018 883"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1251 883 1402 1013"> <p>June</p> </td> <td data-bbox="1402 883 2018 1013"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Navarro teachers deliver 7 Mindset lesson weekly on "Mindset Monday" The campus recognizes students who demonstrate positive social emotional behaviors and LISD values weekly with our "Lion of the Week" recognition. In addition, Navarro guidance counselor delivers weekly guidance lessons based on 7 Mindset themes and current teacher/grade level needs.</p>	<p>Jan</p>	<p>January Evidence of Progress 166</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

Goal 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>	<table border="1"> <tr> <td data-bbox="1260 467 1386 600"> <p>Nov</p>  <p>30%</p> </td> <td data-bbox="1386 467 2028 600"> <p>November Evidence of Progress</p> <p>As of November, Navarro faculty has complete chapter 1-3 of "Hacking School Discipline" and have book study discussions at monthly faculty meetings.</p> </td> </tr> <tr> <td data-bbox="1260 617 1386 657"> <p>Jan</p> </td> <td data-bbox="1386 617 2028 657"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 690 1386 730"> <p>Mar</p> </td> <td data-bbox="1386 690 2028 730"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 763 1386 803"> <p>June</p> </td> <td data-bbox="1386 763 2028 803"> <p>June Evidence of Progress 167</p> </td> </tr> </table>	<p>Nov</p>  <p>30%</p>	<p>November Evidence of Progress</p> <p>As of November, Navarro faculty has complete chapter 1-3 of "Hacking School Discipline" and have book study discussions at monthly faculty meetings.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress 167</p>
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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>	<table border="1"> <tr> <td data-bbox="1249 527 1396 673"> <p>Nov</p>  <p>10%</p> </td> <td data-bbox="1396 527 2026 673"> <p>November Evidence of Progress</p> <p>Navarro is currently refining attendance tracking systems, student incentives, and campus procedures to make greater strides to achieving this goal.</p> </td> </tr> <tr> <td data-bbox="1249 673 1396 738"> <p>Jan</p> </td> <td data-bbox="1396 673 2026 738"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 738 1396 803"> <p>Mar</p> </td> <td data-bbox="1396 738 2026 803"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 803 1396 901"> <p>June</p> </td> <td data-bbox="1396 803 2026 901"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p>  <p>10%</p>	<p>November Evidence of Progress</p> <p>Navarro is currently refining attendance tracking systems, student incentives, and campus procedures to make greater strides to achieving this goal.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<table border="0"> <tr> <td data-bbox="462 909 661 958">  No Progress </td> <td data-bbox="756 909 976 958">  Accomplished </td> <td data-bbox="1071 909 1333 958">  Continue/Modify </td> <td data-bbox="1428 909 1627 958">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 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 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>	<p>Nov November Evidence of Progress</p> <p> Data from instructional needs assessment showed that Navarro teachers needed additional training in Guided Reading and differentiation. strategies. Therefore we have worked with LISD Curriculum & Instruction department to provide Guided reading training and planning opportunities and set monthly instructional focus around differentiation strategies. 169</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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 25 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>	<table border="0"> <tr> <td data-bbox="1297 334 1352 358">Nov</td> <td data-bbox="1528 334 1902 358">November Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 367 1373 467"></td> <td data-bbox="1413 367 2018 643">As of November, Navarro administrators have conducted 248 campus walkthroughs on teachers. Each walkthrough provides teachers with a copy of LISD walkthrough rubric ratings and a detailed section for comments and feedback. In addition to campus walkthroughs, we facilitate weekly PLC meetings on Thursdays where a clear instructional focus is determined, discussed and reviewed.</td> <td></td> </tr> <tr> <td data-bbox="1297 667 1352 691">Jan</td> <td data-bbox="1541 667 1890 691">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 740 1352 764">Mar</td> <td data-bbox="1551 740 1879 764">March Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 813 1352 837">June</td> <td data-bbox="1562 813 1869 837">June Evidence of Progress</td> <td data-bbox="1938 789 1982 813">170</td> </tr> </table>	Nov	November Evidence of Progress			As of November, Navarro administrators have conducted 248 campus walkthroughs on teachers. Each walkthrough provides teachers with a copy of LISD walkthrough rubric ratings and a detailed section for comments and feedback. In addition to campus walkthroughs, we facilitate weekly PLC meetings on Thursdays where a clear instructional focus is determined, discussed and reviewed.		Jan	January Evidence of Progress		Mar	March Evidence of Progress		June	June Evidence of Progress	170
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Jan	January Evidence of Progress															
Mar	March Evidence of Progress															
June	June Evidence of Progress	170														
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>																

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Nov



November Evidence of Progress
 As of November, 16 of 36 teachers have participated in one coaching cycle focused on instructional observations form campus walkthroughs.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

June

June Evidence of Progress

0% No Progress

100% 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: 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

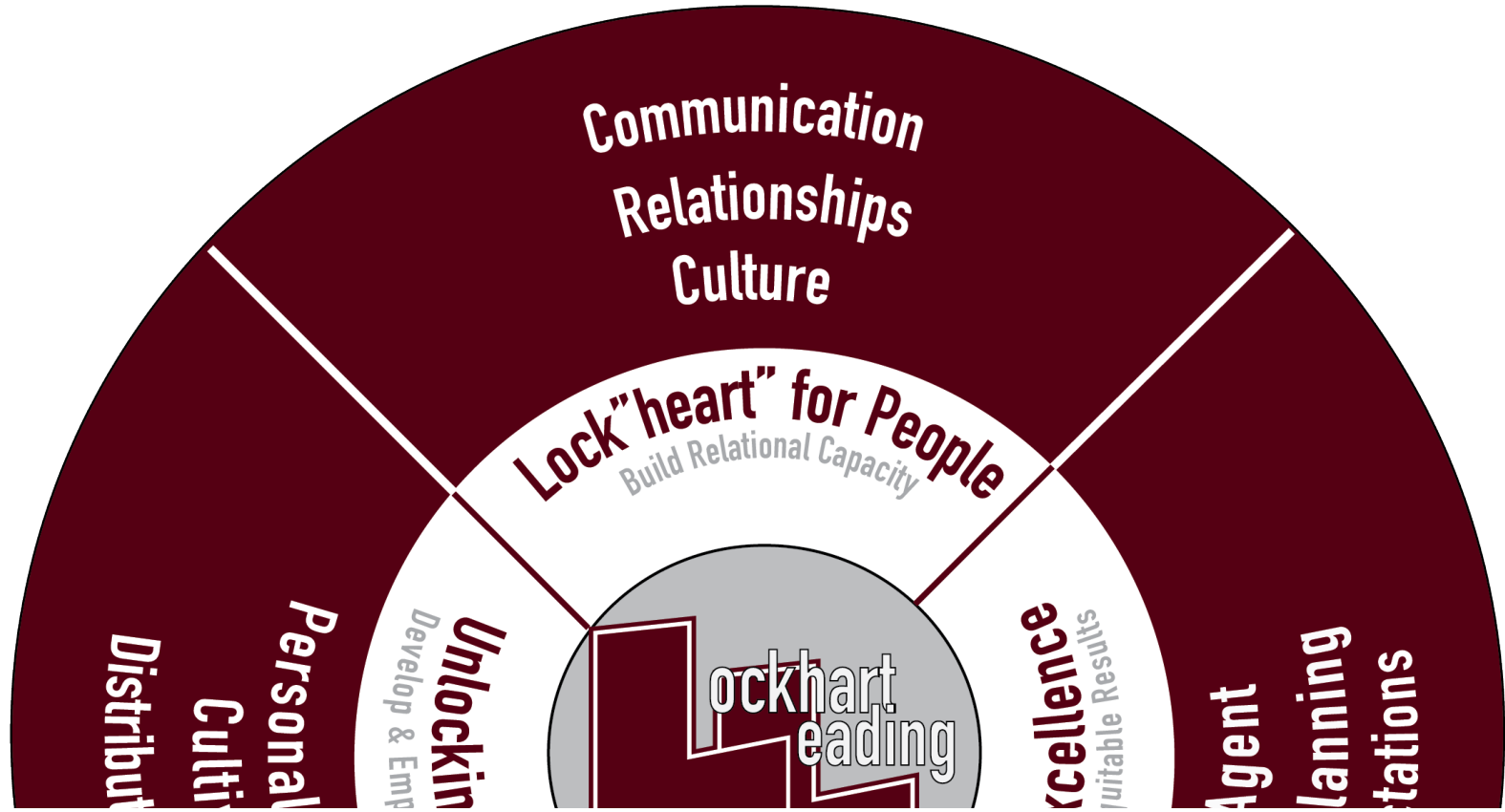
Strategy 1 Details	Reviews
<p>Strategy 1: Navarro administration will identify high potential staff members to participate in LISD Instructional Leadership Academy and take a larger role campus distributive leadership opportunities</p> <p>Strategy's Expected Result/Impact: Navarro teacher leaders will 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>	<p>Nov November Evidence of Progress</p> <p> We have identified two high potential staff members to participate in LISD Instructional Leadership Academy and take a more active role in campus leadership opportunities. Each high potential has completed a self assessment to determine areas of growth and we have provided variety of job embedded activities to increase leadership capacity (lead faculty meetings, plan events, create schedules etc.) Though our campus leadership team and campus¹⁷² committees we have also started to unlock potential in other teacher leaders who we feel will be ideal candidates for the high potential process for the 2022-23 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District

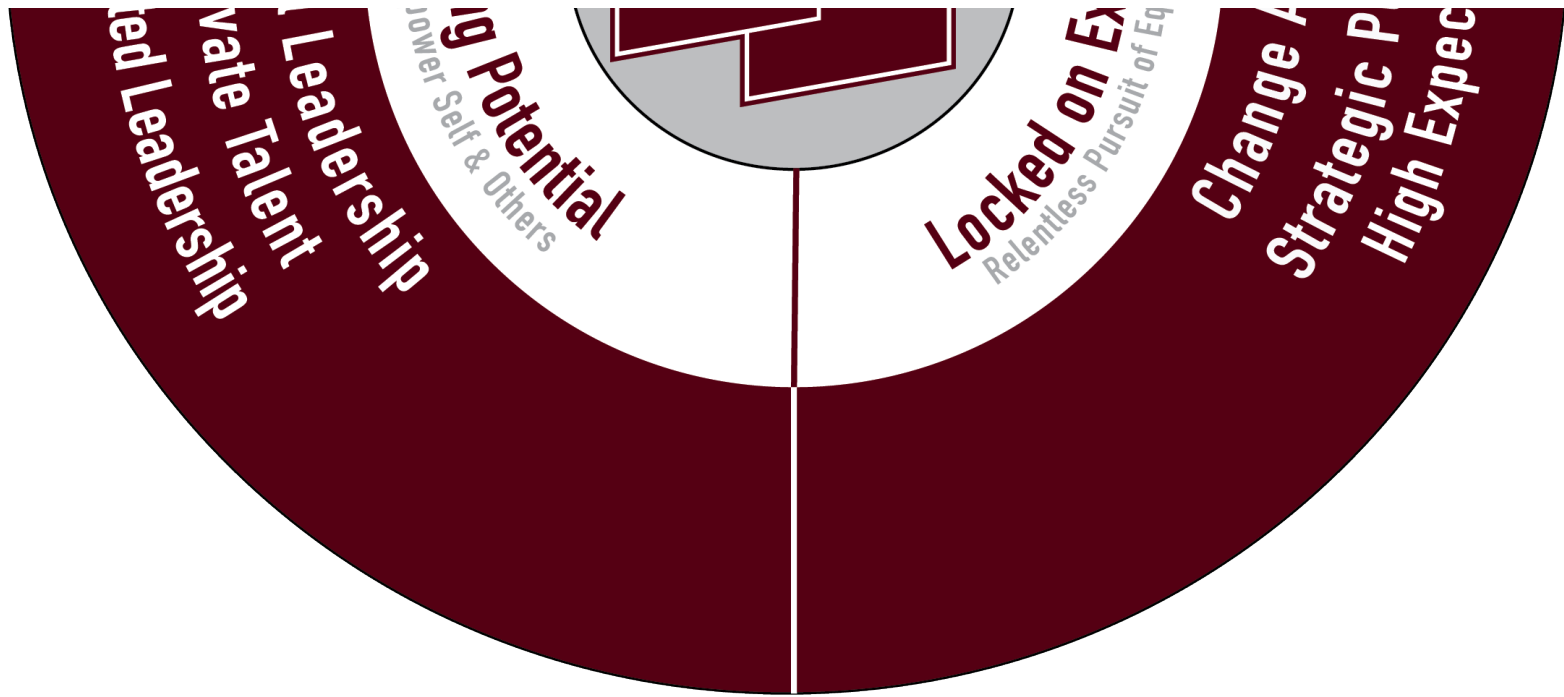
Plum Creek Elementary

2021-2022 Formative Review with Notes

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

Plum Creek Elementary, in collaboration with students, families, and communities, will provide social experiences and a positive, challenging, culturally inclusive education rich in relevant academic practices, which meet the diverse needs of all students and inspire students to be lifelong learners.

Vision

Plum Creek Elementary 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.

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Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	14



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.

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>	<p>Nov November Evidence of Progress  42% of Kinder students are able to identify all uppercase and lowercase letters.</p> <p>Jan January Evidence of Progress 177</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will meet weekly in PLCs to discuss instructional strategies and student data focused on 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>	<p>Nov November Evidence of Progress  All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed one cycle and are in their second PLC cycle focused on reading and math TEKS.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 3 Details	Reviews
<p>Strategy 3: The campus will implement the instructional framework model, Fundamental Five, which will set the expectation for core instructional practices in all classrooms during the reading block.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making progress than compared to last year. 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>	<p>Nov November Evidence of Progress</p> <p> Since the beginning of the year, we have conducted 306 walkthroughs. LF: 92%, PZ: 97%, R&R: 80%, FSGPT: 53%, CW: 62%, SS: 52%, V: 90%, FG: 72%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> As of November 2021, 59% of students met their 1.5 goal. Word count total is 51,306,749 with 5 students having one million words.</p> <p>Jan January Evidence of Progress 178</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







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>	<p>Nov November Evidence of Progress</p> <p> All 4th and 5th grade students completed the required 30 hours of HB4545 time for reading. HB4545 Math will begin in January 2022.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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 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>	<p style="text-align: right;">179</p> <p>Nov November Evidence of Progress</p> <p> All 3rd - 5th grade bilingual/ESL students complete a TELPAS center 3 times per week. Calibration across grade levels using the rubric is conducted monthly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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.

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>	<p>Nov November Evidence of Progress  As of November 2021, 59% of students met their 1.5 goal in math.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress 180  100% of students in grades 1-5 complete a daily critical writing math activity.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>








Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will meet weekly in PLCs 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>	<p>Nov November Evidence of Progress</p> <p> All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed one cycle and are in their second PLC cycle focused on reading and math TEKS.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p style="text-align: right;">181</p> <p>Nov November Evidence of Progress</p> <p> Since the beginning of the year, we have conducted 306 walkthroughs. LF: 92%, PZ: 97%, R&R: 80%, FSGPT: 53%, CW: 62%, SS: 52%, V: 90%, FG: 72%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<p>Nov November Evidence of Progress</p>  <p>All students are writing daily in multiple subjects. Writing samples were evaluated for progress in October from their beginning of the year writing. 73% of students made progress on their writing.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress 182</p>  <p>Two projects were conducted: Bad Seed and Sweet Potato project. 68% of students participated in the Bad Seed Project and 42% of students participated in the Sweet Potato Project.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




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>	<table border="1"> <thead> <tr> <th data-bbox="1249 354 1402 396">Nov</th> <th data-bbox="1402 354 2028 396">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 396 1402 532">  </td> <td data-bbox="1402 396 2028 532"> 2-3 student numbers are called daily during morning announcements to share their writing with the principal. 132 students shared their writings with the principal as of November 2021. </td> </tr> <tr> <td data-bbox="1249 532 1402 591">Jan</td> <td data-bbox="1402 532 2028 591">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 591 1402 649">Mar</td> <td data-bbox="1402 591 2028 649">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 649 1402 756">June</td> <td data-bbox="1402 649 2028 756">June Evidence of Progress</td> </tr> </tbody> </table>	Nov	November Evidence of Progress		2-3 student numbers are called daily during morning announcements to share their writing with the principal. 132 students shared their writings with the principal as of November 2021.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="464 764 659 813">  No Progress </div> <div data-bbox="762 764 978 813">  Accomplished </div> <div data-bbox="1077 764 1331 813">  Continue/Modify </div> <div data-bbox="1430 764 1625 813">  Discontinue </div> <div data-bbox="1934 781 1982 813">183</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.</p> <p>Strategy's Expected Result/Impact: PCE's ADA will increase of attendance rate to meet or exceed our campus goal of 95%.</p> <p>Staff Responsible for Monitoring: Registrar & AP (Lead), Attendance Committee</p> <p>Monitoring Tools: ADA Data</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>As of November 2021, our campus attendance rate is 90.73%. We started new targeted attendance challenges for students with more than 10 absences.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: Students will be recognized monthly for meeting their 1.5 academic goals in reading & math.</p> <p>Strategy's Expected Result/Impact: 85% of our students will reach 1.5 years growth in reading & math.</p> <p>Staff Responsible for Monitoring: ILT (Lead) & Student Recognition Committee</p> <p>Monitoring Tools: ISIP data, Ren Math data, & Dream Box data</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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>100% of students are being recognized with a prize and brag tag from the PC Prize Cart for meeting their 1.5 goals in reading and math monthly.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>



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.</p> <p>Strategy's Expected Result/Impact: Increase positive behavior and culture on campus.</p> <p>Staff Responsible for Monitoring: Counselor (Lead) Monitoring Tools: Panorama Survey and Xello data</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> 100% of teachers are providing weekly 7 Mindset lessons on Mindset Monday. Counseling lessons are being conducted bi-weekly.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> Weekly self care resources are shared in the PC Newsletter for staff. Mindfulness breathing and exercises are provided daily in morning announcements. Staff mid-year survey being conducted in December 2021.</p> <p>Jan January Evidence of Progress 185</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Plum Creek will 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>	<p>Nov November Evidence of Progress</p> <p> Provided staff 100 day fitness challenge during the fall semester. Weekly option given for teams/classes to go on walks in the park or visit the pond.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Teachers will be recognized weekly for demonstrating LISD Values. Strategy's Expected Result/Impact: Staff retention rate will be >90%. 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>	<p>Nov November Evidence of Progress  Teachers are recognized weekly in staff newsletter and twitter who are nominated by their peers or have been recognized by admin for displaying the LISD Values.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: 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 atleast 1 school function during the 21-22 school year. 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>	<p>Nov November Evidence of Progress  As of November 2021, three evening events were conducted: Camp Out with a Good Book, 5th grade Musical, and Thanksgiving Luncheon. 276 parents/families have participated in 1 or more events.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	







Goal 3: 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>	<p>Nov November Evidence of Progress</p>  <p>Since the beginning of the year, we have conducted 306 walkthroughs. LF: 92%, PZ: 97%, R&R: 80%, FSGPT: 53%, CW: 62%, SS: 52%, V: 90%, FG: 72%. 100% of teachers received 1 or more coaching conferences.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p>  <p>Since the beginning of the year, we have conducted 110 walkthroughs on new teachers. LF: 93%, PZ: 95%, R&R: 67%, FSGPT: 32%, CW: 52%, SS: 41%, V: 84%, FG: 79%. 100% of new teacher received 1 or more coaching conferences.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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Strategy 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>	<p>Nov November Evidence of Progress  46% of staff have led a professional development session as of November 2021.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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) 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress  84% of students are monitoring their goals. No student led conferences have taken place as of November 2021.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Lockhart Junior High
2021-2022 Formative Review with Notes



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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 - 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>35%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div>


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 - 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>35%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>As of December 7th, 2021, the ELAR department lead teacher has performed 75 walkthroughs.</p> <p>PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div>


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 - 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>	<p>Nov November Evidence of Progress</p> <p> RenLearn Growth 6th - 42% 7th - 41% 8th - 38%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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 - 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>	<p style="text-align: right;">194</p> <p>Nov November Evidence of Progress</p> <p> Evidence has not been collected - MOY self-assessment will be conducted in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p 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 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 - 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>	<p>Nov</p>  <p>30%</p> <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>CBA 1 Academic Growth 6th - 43% 7th - 64% 8th - 46%</p> <p>CBA 2 Academic Growth 6th - 42% 7th - 55% 8th - 50%</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p> <p>195</p>


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 - 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>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 121 1375 251"> <p>Nov</p>  <p>35%</p> </div> <div data-bbox="1407 121 2016 893"> <p>November Evidence of Progress</p> <p>PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 917 1375 950"> <p>Jan</p> </div> <div data-bbox="1407 917 2016 950"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 990 1375 1023"> <p>Mar</p> </div> <div data-bbox="1407 990 2016 1023"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 1063 1375 1096"> <p>June</p> </div> <div data-bbox="1407 1063 2016 1096"> <p>June Evidence of Progress</p> </div> </div>


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 - 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>	<p>Nov November Evidence of Progress</p> <p> First coaching conversations with all ELAR teachers have already happened; working on the second round of coaching conversations.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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 - 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>	<p style="text-align: right;">197</p> <p>Nov November Evidence of Progress</p> <p> PLCs are scheduled for twice a week. We are currently gathering feedback on our PLC processes and plan to make adjustments for the Spring '22 semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
















Goal 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 - 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>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 332 1375 467"> <p>Nov</p>  </div> <div data-bbox="1407 332 2005 641"> <p>November Evidence of Progress</p> <p>PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from August - December 7th show that during 91.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 657 1375 690"> <p>Jan</p> </div> <div data-bbox="1407 657 2005 690"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 738 1375 771"> <p>Mar</p> </div> <div data-bbox="1407 738 2005 771"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 820 1375 852"> <p>June</p> </div> <div data-bbox="1407 820 2005 852"> <p>June Evidence of Progress</p> </div> </div> <div style="text-align: right; margin-top: 20px;"> <p>198</p> </div>



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 - 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>	<p>Nov November Evidence of Progress</p> <p>Math lead teacher has performed 64 walkthroughs.</p> <p>PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from August - December 7th show that during 91.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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 - 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>	<p>Nov November Evidence of Progress 199</p> <p> First and many of second coaching conversations with all math teachers have already happened; working on the second/third round of coaching conversations.</p> <p>RenLearn data has not been captured yet.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 4 Details	Reviews										
<p>Strategy 4: 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 - 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>	<table border="1"> <thead> <tr> <th data-bbox="1249 354 1407 396">Nov</th> <th data-bbox="1407 354 2028 396">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 396 1407 532">  </td> <td data-bbox="1407 396 2028 532"> PLCs are scheduled for once a week in the morning. We are currently gathering feedback on our PLC processes and plan to make adjustments for the Spring '22 semester. </td> </tr> <tr> <td data-bbox="1249 532 1407 591">Jan</td> <td data-bbox="1407 532 2028 591">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 591 1407 649">Mar</td> <td data-bbox="1407 591 2028 649">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1249 649 1407 756">June</td> <td data-bbox="1407 649 2028 756">June Evidence of Progress</td> </tr> </tbody> </table>	Nov	November Evidence of Progress		PLCs are scheduled for once a week in the morning. We are currently gathering feedback on our PLC processes and plan to make adjustments for the Spring '22 semester.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Mar	March Evidence of Progress										
June	June Evidence of Progress										
<table border="0"> <tr> <td data-bbox="464 764 661 812"> No Progress</td> <td data-bbox="762 764 980 812"> Accomplished</td> <td data-bbox="1079 764 1331 812"> Continue/Modify</td> <td data-bbox="1430 764 1627 812"> Discontinue</td> <td data-bbox="1934 781 1984 812" style="text-align: right;">200</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue	200					
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	200							

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 - 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>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 332 1381 467"> <p>Nov</p>  </div> <div data-bbox="1409 332 1900 365"> <p>November Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 365 1381 657"></div> <div data-bbox="1409 365 1900 657"> <p>CBA 1 Academic Growth 6th - 43% 7th - 83% 8th - 34%</p> <p>CBA 2 Academic Growth 6th - 67% 7th - 82% 8th - 90%</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 657 1381 690"> <p>Jan</p> </div> <div data-bbox="1409 657 1900 690"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 738 1381 771"> <p>Mar</p> </div> <div data-bbox="1409 738 1900 771"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 820 1381 852"> <p>June</p> </div> <div data-bbox="1409 820 1900 852"> <p>June Evidence of Progress</p> </div> </div> <div data-bbox="1921 787 1984 820" style="text-align: right;">201</div>
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 - 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>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 933 1381 1068"> <p>Nov</p>  </div> <div data-bbox="1409 933 1900 966"> <p>November Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 966 1381 1258"></div> <div data-bbox="1409 966 1900 1258"> <p>Math lead teacher has performed 64 walkthroughs.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 1096 1381 1128"> <p>Jan</p> </div> <div data-bbox="1409 1096 1900 1128"> <p>January Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 1177 1381 1209"> <p>Mar</p> </div> <div data-bbox="1409 1177 1900 1209"> <p>March Evidence of Progress</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 1258 1381 1291"> <p>June</p> </div> <div data-bbox="1409 1258 1900 1291"> <p>June Evidence of Progress</p> </div> </div>

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 - 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>	<p>Nov November Evidence of Progress</p> <p>First and many of second coaching conversations with all math teachers have already happened; working on the second/third round of coaching conversations.</p> <p>RenLearn data has not been captured yet.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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 - 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>	<p style="text-align: right;">202</p> <p>Nov November Evidence of Progress</p> <p> PLCs meeting Wednesday morning. We are currently exploring options to streamline PLCs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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

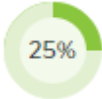




Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will utilize implement a comprehensive case manager program focused on supporting students' linguistic growth.</p> <p>Strategy's Expected Result/Impact: 5% increase on the 2021-2022 TELPAS composite results</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	<p>Nov November Evidence of Progress</p> <p> Case managers work on the language acquisition process during advisory through K12Summit.</p> <p>Jan January Evidence of Progress 203</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: 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 - 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>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>SPED CBA 1 Academic Growth 6th - 32% 7th - 82% 8th - 46%</p> <p>SPED CBA 2 Academic Growth 6th - 61% 7th - 87% 8th - 91%</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress 204</p> <p>June Evidence of Progress</p>



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 - 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>	<div data-bbox="1276 402 2028 760"> <p>Nov November Evidence of Progress</p>  25% The LISD walkthrough form lends itself to doing that work (ie. flexible learning paths / leveraging tech. <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="466 782 659 831">  No Progress </div> <div data-bbox="764 782 978 831">  Accomplished </div> <div data-bbox="1079 782 1331 831">  Continue/Modify </div> <div data-bbox="1432 782 1625 831">  Discontinue </div> <div data-bbox="1936 782 1982 815">205</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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p>  <p>Quarterly PBIS meetings focus on discipline data and thinking of ways to reward students.</p> <p>No evidence collected yet on student feelings - Panorama survey will be rolled out in the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">206</p>
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 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p>  <p>During the first quarter, LJHS saw an increase in the percentage of fights from the 2020-2021 school year. We will continue working on this goal.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







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>	<p>Nov November Evidence of Progress</p> <p> 5% As of 12/9/2021, we have had 107 incidents of skipping class, this has increased significantly this school year. We will continue to work on this goal to increase this number.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> 10% Admins overseeing discipline meet once a month to discuss the disciplinary consistency guide and make adjustments as needed.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 207</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: LJHS students will engage 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>	<p>Nov November Evidence of Progress</p> <p> LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: 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>	<p>Nov November Evidence of Progress</p> <p> 15% Truancy has been a bit of a challenge this year. LJHS's ADA as of 12/9/2021 is a little under 90%.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p style="text-align: right;">209</p> <p>Nov November Evidence of Progress</p> <p> 5% No data has been collected on this yet.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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

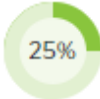




Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will work with the Executive Director of Communications to identify and hire a Parent Liaison</p> <p>Strategy's Expected Result/Impact: Support parental involvement initiatives</p> <p>Staff Responsible for Monitoring: Campus Principal, Executive Director 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>	<p>Nov November Evidence of Progress</p> <p> We have hosted several parental involvement events including ESL parent night, donuts with families, and several welcome-back-to-school events.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p> <p> These are scheduled for the Spring 2022 semester.²¹⁰</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<div data-bbox="1276 358 2022 699"> <p>Nov November Evidence of Progress</p> <div data-bbox="1276 399 1377 500"> </div> <p>We have hosted several parental involvement events including ESL parent night, donuts with families, and several welcome-back-to-school events.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>
<div data-bbox="464 740 1627 789"> 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: 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>	<p>Nov November Evidence of Progress</p> <p> 25% Each teacher on campus has received at least one teacher support meeting -- many have received two, and a few have received three.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 212</p> <p>June June Evidence of Progress</p>
<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 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> New to profession teacher program has meet several times this year to discuss what's working, what's not working, and strategies on how to improve</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p style="text-align: right;">213</p> <p>Nov November Evidence of Progress</p> <p> Learning walks have happened in September and November. We will continue this next semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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.</p> <p>Strategy's Expected Result/Impact: Campus engagement survey results indicating that teachers felt that they received timely feedback and felt supported by instructional leaders.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>The High Potentials program is a work in progress. Lead teachers have been given opportunities to engage in a variety of instructional leadership tasks (ie. PLC professional development, learning walks, walkthroughs, and ILA)</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Jan</div> <div style="text-align: center;">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Mar</div> <div style="text-align: center;">March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">June</div> <div style="text-align: center;">June Evidence of Progress</div> </div>
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.</p> <p>Strategy's Expected Result/Impact: Department chairs providing meaningful feedback to teachers in their department once a week</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Teacher leaders perform at least 10 walkthroughs each week on the teachers in their department.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Jan</div> <div style="text-align: center;">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">Mar</div> <div style="text-align: center;">March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">June</div> <div style="text-align: center;">June Evidence of Progress</div> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: 75% of core-content PLCs will be teacher led by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Develop instructional leadership capacity in teachers.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>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>	<p>Nov November Evidence of Progress</p> <p> This is a work in progress. During the November faculty meeting, LJHS teachers completed a book study. We are working on shifting from admin-led PLCs to teacher-led PLCs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District
Lockhart High School
2021-2022 Formative Review with Notes



Mission Statement

The mission of the faculty and staff at Lockhart High School is to educate, inspire passion, instill pride, and create a positive atmosphere that supports developing citizens who take responsibility for their choices and make a contribution in an ever evolving world.

Vision

All students will strive for excellence through continuous improvement and they will graduate prepared for personal success in their career and life.

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Goals














Goal 1: 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>	<p>Nov November Evidence of Progress</p>  <p>As demonstrated in 22 classroom visits, English 2 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 54.5% Visuals: 50% Flexible Grouping: 27.3%</p> <p style="text-align: right;">219</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p>  <p>All English 2 students participated in content-based assessments (CBAs) during the fall semester. This strategy will continue for the spring semester</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress  English 2 teachers meet as a PLC team to respond to data and adjust instruction to target power standards</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress This strategy will be implemented prior to EOC testing in the spring.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 220</p>

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>	<table border="1"> <tr> <td data-bbox="1249 293 1402 451"> <p>Nov</p>  </td> <td data-bbox="1402 293 2016 451"> <p>November Evidence of Progress</p> <p>This strategy has been discontinued due to the capacity of teacher leaders with unfilled teaching positions for the 2021-2022 school year.</p> </td> </tr> <tr> <td data-bbox="1249 451 1402 609"> <p>Jan</p>  </td> <td data-bbox="1402 451 2016 609"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 609 1402 766"> <p>Mar</p>  </td> <td data-bbox="1402 609 2016 766"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 766 1402 831"> <p>June</p> </td> <td data-bbox="1402 766 2016 831"> <p>June Evidence of Progress 221</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>This strategy has been discontinued due to the capacity of teacher leaders with unfilled teaching positions for the 2021-2022 school year.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress 221</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>This strategy has been discontinued due to the capacity of teacher leaders with unfilled teaching positions for the 2021-2022 school year.</p>								
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<p>Mar</p> 	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress 221</p>								
<p>  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 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>	<p>Nov November Evidence of Progress</p> <p> As demonstrated in 54 classroom visits, Algebra 1 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 16.7% Visuals: 79.7% Flexible Grouping: 13%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 222</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p> <p> All Algebra 1 students participated in content-based assessments (CBAs) during the fall semester. This strategy will continue for the spring semester</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p> <p> Algebra 1 teachers meet as a PLC team to respond to data and adjust instruction to target power standards</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p>This strategy will be implemented prior to EOC testing in the spring. 223</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






Goal 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
<p>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</p> <p>Strategy's Expected Result/Impact: Students will attain industry-based certifications in strategic courses within their program of study.</p> <p>Staff Responsible for Monitoring: CCMR Advisors</p>	<p>Nov November Evidence of Progress</p>  <p>All clusters have met to begin the ongoing work. 1st quarter checkpoint assessments have been developed and implemented.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Strategy 2: Target students in grades 11 and 12 will participate in Texas College Bridge to fulfill college-ready requirements.</p> <p>Strategy's Expected Result/Impact: Students will meet college readiness standards in both ELA/reading and mathematics</p> <p>Staff Responsible for Monitoring: CCMR Advisors</p>	<p>Nov November Evidence of Progress ²²⁴</p>  <p>All junior and senior-level math and ELAR classes have enrolled students and started the course.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>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</p>	<p>Nov November Evidence of Progress  SAT was administered on Oct 28th for all seniors and will be administered on April 13th for all juniors. ACT will be administered on Feb 12th for seniors.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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</p>	<p>Nov November Evidence of Progress  Students not passing TSI are enrolled in Texas College Bridge online course for preparation. Calendar of TSI spring testing established. Student data tracking in place.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 225</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Strategy 5: Students will be enrolled in Advanced Placement and college-level dual credit courses.</p> <p>Strategy's Expected Result/Impact: Students will score a 3 or higher on AP exams and complete dual credit courses.</p> <p>Staff Responsible for Monitoring: CCMR Advisors</p>	<p>Nov November Evidence of Progress</p> <p> Spring enrollment</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<p>Nov November Evidence of Progress</p>  <p>Clubs and committees have begun to meeting three days per week during Advisory. A survey has been used to gauge student interest. A committee will work in the Spring to expand the offerings based on student input.</p> <p>Jan January Evidence of Progress 227</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress</p>  <p>Parent mini-conferences were held on Sept. 25th and Nov 13th. More conferences will be held during the Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p> <p> SEL lessons are delivered during Advisory every Friday.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<table border="0"> <tr> <td data-bbox="1297 537 1352 561">Nov</td> <td data-bbox="1528 537 1898 561">November Evidence of Progress</td> <td></td> </tr> <tr> <td></td> <td data-bbox="1413 570 1934 626">Attendance teams uses Parent Square to manage communication</td> <td></td> </tr> <tr> <td data-bbox="1297 691 1352 716">Jan</td> <td data-bbox="1541 691 1885 716">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 764 1352 789">Mar</td> <td data-bbox="1551 764 1875 789">March Evidence of Progress</td> <td data-bbox="1934 789 1982 813">229</td> </tr> <tr> <td data-bbox="1297 837 1352 862">June</td> <td data-bbox="1562 837 1864 862">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			Attendance teams uses Parent Square to manage communication		Jan	January Evidence of Progress		Mar	March Evidence of Progress	229	June	June Evidence of Progress	
Nov	November Evidence of Progress															
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Jan	January Evidence of Progress															
Mar	March Evidence of Progress	229														
June	June Evidence of Progress															
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>	<table border="0"> <tr> <td data-bbox="1297 959 1352 984">Nov</td> <td data-bbox="1528 959 1898 984">November Evidence of Progress</td> <td></td> </tr> <tr> <td></td> <td data-bbox="1413 992 1682 1016">No impact on attendance</td> <td></td> </tr> <tr> <td data-bbox="1297 1114 1352 1138">Jan</td> <td data-bbox="1541 1114 1885 1138">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 1187 1352 1211">Mar</td> <td data-bbox="1551 1187 1875 1211">March Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1297 1260 1352 1284">June</td> <td data-bbox="1562 1260 1864 1284">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			No impact on attendance		Jan	January Evidence of Progress		Mar	March Evidence of Progress		June	June Evidence of Progress	
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	No impact on attendance															
Jan	January Evidence of Progress															
Mar	March Evidence of Progress															
June	June Evidence of Progress															

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>	<p>Nov November Evidence of Progress Attendance team meetings weekly to discuss students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: "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								
<p>Strategy 1: Strategy 1: Regular campus climate surveys will be used to assess and measure progress on student and staff experiences.</p> <p>Strategy's Expected Result/Impact: Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators.</p> <p>Staff Responsible for Monitoring: Bacom</p>	<table><tr><td data-bbox="1297 570 1350 597">Nov</td><td data-bbox="1413 570 1902 634">November Evidence of Progress This will take place in the Spring of 2022</td></tr><tr><td data-bbox="1297 656 1350 683">Jan</td><td data-bbox="1541 656 1892 683">January Evidence of Progress</td></tr><tr><td data-bbox="1297 732 1350 760">Mar</td><td data-bbox="1549 732 1883 760">March Evidence of Progress</td></tr><tr><td data-bbox="1297 808 1350 836">June</td><td data-bbox="1558 808 1875 836">June Evidence of Progress</td></tr></table> <p data-bbox="1934 786 1982 813">231</p>	Nov	November Evidence of Progress This will take place in the Spring of 2022	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
Nov	November Evidence of Progress This will take place in the Spring of 2022								
Jan	January Evidence of Progress								
Mar	March Evidence of Progress								
June	June Evidence of Progress								
Strategy 2 Details	Reviews								
<p>Strategy 2: Strategy 2: Staff members will participate in a process of generating ideas for enacting the vision statement</p> <p>Strategy's Expected Result/Impact: New ways of promoting the vision will be developed and implemented</p> <p>Staff Responsible for Monitoring: Bacom</p>	<table><tr><td data-bbox="1297 924 1350 951">Nov</td><td data-bbox="1413 924 2001 1021">November Evidence of Progress Will revisit the vision in the second semester to insure the vision still matches the needs of students and staff.</td></tr><tr><td data-bbox="1297 1042 1350 1070">Jan</td><td data-bbox="1541 1042 1892 1070">January Evidence of Progress</td></tr><tr><td data-bbox="1297 1118 1350 1146">Mar</td><td data-bbox="1549 1118 1883 1146">March Evidence of Progress</td></tr><tr><td data-bbox="1297 1195 1350 1222">June</td><td data-bbox="1558 1195 1875 1222">June Evidence of Progress</td></tr></table>	Nov	November Evidence of Progress Will revisit the vision in the second semester to insure the vision still matches the needs of students and staff.	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Mar	March Evidence of Progress								
June	June Evidence of Progress								

Strategy 3 Details	Reviews								
<p>Strategy 3: Strategy 3: The vision statement will be present in meeting agendas, events, and in the school building</p> <p>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</p> <p>Staff Responsible for Monitoring: Bacom</p>	<table border="1"> <tr> <td data-bbox="1247 253 1402 402"> <p>Nov</p>  </td> <td data-bbox="1402 253 2020 402"> <p>November Evidence of Progress</p> <p>Vision statement is on agendas.</p> </td> </tr> <tr> <td data-bbox="1247 402 1402 467"> <p>Jan</p> </td> <td data-bbox="1402 402 2020 467"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1247 467 1402 532"> <p>Mar</p> </td> <td data-bbox="1402 467 2020 532"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1247 532 1402 628"> <p>June</p> </td> <td data-bbox="1402 532 2020 628"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Vision statement is on agendas.</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>June</p>	<p>June Evidence of Progress</p>								
<p style="text-align: center;">  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 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>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>No progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress 233</p> <p>June Evidence of Progress</p>
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>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>No progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

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>	<table border="1"> <tr> <td data-bbox="1249 212 1388 358"> <p>Nov</p>  </td> <td data-bbox="1388 212 2018 358"> <p>November Evidence of Progress</p> <p>No progress</p> </td> </tr> <tr> <td data-bbox="1249 358 1388 423"> <p>Jan</p> </td> <td data-bbox="1388 358 2018 423"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 423 1388 488"> <p>Mar</p> </td> <td data-bbox="1388 423 2018 488"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 488 1388 586"> <p>June</p> </td> <td data-bbox="1388 488 2018 586"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>No progress</p>	<p>Jan</p>	<p>January Evidence of Progress</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>June</p>	<p>June Evidence of Progress</p>								
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>									

Goal 3: Goal 3:



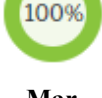


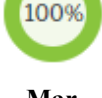


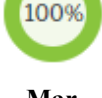
The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.







Performance Objective 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>	<table><tr><td data-bbox="1276 570 1377 602">Nov</td><td data-bbox="1409 570 1982 667">November Evidence of Progress A new shared leadership structure was designed and implemented.</td></tr><tr><td data-bbox="1276 602 1377 699"></td><td data-bbox="1409 724 1982 821">January Evidence of Progress 235</td></tr><tr><td data-bbox="1276 699 1377 797"></td><td data-bbox="1409 878 1982 911">March Evidence of Progress</td></tr><tr><td data-bbox="1276 797 1377 894"></td><td data-bbox="1409 1032 1982 1065">June Evidence of Progress</td></tr></table>	Nov	November Evidence of Progress A new shared leadership structure was designed and implemented.		January Evidence of Progress 235		March Evidence of Progress		June Evidence of Progress
Nov	November Evidence of Progress A new shared leadership structure was designed and implemented.								
	January Evidence of Progress 235								
	March Evidence of Progress								
	June Evidence of Progress								

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>	<p>Nov November Evidence of Progress  Leadership responsibilities have been redesigned and are continuing to be refined.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress  Lever Leader, CCMR Advisor, Guidance Counselor, and Student Advocate positions are in place and having an impact on the work.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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>	<p>Nov November Evidence of Progress  Teachers and leaders meet weekly in PLC meetings</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 237</p> <p>June June Evidence of Progress</p>
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>	<p>Nov November Evidence of Progress  PLC teams meet weekly to analyze assessment data and plan responses.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress</p> <p> Targeted interventions have been designed based on student need.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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	
<p>Strategy 1: Strategy 1: Leaders will develop a systematic approach to prioritizing and delivering teacher support</p> <p>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)</p> <p>Staff Responsible for Monitoring: Lever Leaders, Assistant Principals</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>Leaders have prioritized support for teachers based on need.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress 239</p> <p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lever Leaders, Assistant Principals</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>Leaders use newly developed tool to record walkthrough data and give feedback</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 3: Staff engagement surveys will be used to gather data and improve the implementation of feedback and support</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lever Leaders, Assistant Principals</p>	<p>Nov November Evidence of Progress Survey implemented and data reviewed.</p> <p> 50%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Strategy 4: Staff will engage in meaningful professional development activities and professional learning communities</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lever Leaders, Assistant Principals</p>	<p>Nov November Evidence of Progress New PLC structure allows for professional development during the school day. 240</p> <p> 50%</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

**Lockhart Independent School District
Pride High School
2021-2022 Formative Review with Notes**



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Mission Statement

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

Vision

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

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Core Beliefs

All students can and should earn a high school diploma.

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

Learning is a result of teacher and student choices.

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

PRIDE stands for Personal Responsibility in Daily Effort.

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Goals






Goal 1: 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>	<p>Nov November Evidence of Progress</p>  <p>Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. CBA scores show the need for improvement for every subject for December retakes .</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<p>Nov November Evidence of Progress</p>  <p>Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">Jan</div> <div style="text-align: center;">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">Mar</div> <div style="text-align: center;">March Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">June</div> <div style="text-align: center;">June Evidence of Progress</div> </div>
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 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>All students have taken CBA and checkpoints</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">Jan</div> <div style="text-align: center;">January Evidence of Progress</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">Mar</div> <div style="text-align: center;">March Evidence of Progress</div> <div style="text-align: right; padding-right: 20px;">245</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">June</div> <div style="text-align: center;">June Evidence of Progress</div> </div>



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</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






Goal 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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div> <p>November Evidence of Progress</p> <p>Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. CBA scores show the need for improvement for every subject for December retakes .</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div><p>June Evidence of Progress</p></div> </div> <div style="text-align: right; margin-top: 20px;"><p>247</p></div>
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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  </div> <div> <p>November Evidence of Progress</p> <p>Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Jan</p></div> <div><p>January Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>Mar</p></div> <div><p>March Evidence of Progress</p></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"><p>June</p></div> <div><p>June Evidence of Progress</p></div> </div>



Strategy 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>	<p>Nov November Evidence of Progress</p> <p> Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> All students have taken CBA and checkpoints</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 248</p> <p>June June Evidence of Progress</p>






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</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 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</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> PHS is now a testing site for TSI and all graduates are slotted to take it in the Spring.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress 250</p> <p> ASVAB will be offered in Spring semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







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</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> We have received approval to offer new CTE courses in Edgenuity and will be adding these course for the 22-23 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  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: 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>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Meet weekly, 30 year anniversary is scheduled for April. First Open House had a large turnout of parents with over 20 families.</p>
	<p>Jan</p>	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress 252</p>
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>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>Several students have stepped up for the school and are active in making PHS a positive school.</p>
	<p>Jan</p>	<p>January Evidence of Progress</p>
	<p>Mar</p>	<p>March Evidence of Progress</p>
	<p>June</p>	<p>June Evidence of Progress</p>



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>	<p>Nov November Evidence of Progress</p> <p> Students meet with the counselor regularly to solidify graduation plans, pacing, course options, career options and post-secondary education.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>	<p>Nov November Evidence of Progress</p> <p> Counselor meetings are meeting daily as well as groups weekly. Lit Lab has not been implemented at this time due to staffing needs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






Goal 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 Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p>  <p>Attendance continues to be low despite warning letters, attendance incentives, phone calls and other interventions.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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 Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress 254</p>  <p>The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 3 Details	Reviews
<p>Strategy 3: The Attendance Team will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance.</p> <p>Strategy's Expected Result/Impact: 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 Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> We have multiple trackers for attendance, truancy, letters sent home and when contact is made to track each student.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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 Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Attendance team meets weekly to go over attendance rates and interventions for chronically absent students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 255</p> <p>June June Evidence of Progress</p>

Strategy 5 Details	Reviews
<p>Strategy 5: The Attendance Team will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students, 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 Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Incentives, house visits and supports have all been implemented.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	






Goal 3: 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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div style="margin-left: 10px;">Students regularly meet with teachers to determine pacing for each course. Students have a high sense of ownership in their work as reported by student surveys.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Jan January Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> </div>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin: 5px 0;">  <div style="margin-left: 10px;">Each student meets with the counselor regularly to go over courses and credits.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Jan January Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> </div>



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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</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Each project includes a reflection piece/lesson, which is often a writing assignment.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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</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>	<p>Nov November Evidence of Progress  All teachers were trained over the summer and there will be ongoing training over the year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">259</p>
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</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 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  PLC focuses on PBL planning and how to increase PBL efficacy.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






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.</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: 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>	<p>Nov November Evidence of Progress</p> <p> PLC focuses on PBL reflections after each project to discuss needed changes for teachers and how to support students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  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>	<p>Nov November Evidence of Progress  Weekly walkthroughs are scheduled.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews 261
<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>	<p>Nov November Evidence of Progress  Teachers have a coaching meeting twice a month.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will provide 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>	<p>Nov November Evidence of Progress</p> <p> Survey will be sent out to teachers before Christmas break.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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

Target Date	Activity/Process	Responsibility
12/13/2021	Budget planning calendar reviewed with school board	Superintendent, CFO
1/19/2022	Budget process and campus budget preparation outlined to Leadership	Superintendent, CFO, Accountant
1/19/2022	Preliminary projected enrollments developed	CFO
1/28/2022	Preliminary revenue projections	CFO
1/28/2022	Campus Improvement Committee advisory review	CIC
2/11/2022	Deadline for submission of all budgets including capital outlay requests	Principals/Directors
2/28/2022	Review of 2021-22 Budget at board meeting (comparison of current budget to actual)	Superintendent, CFO
3/1/2022	Projected enrollments developed and revision of revenue projections	CFO
3/28/2022	TASB Market Review report presented to school board	Superintendent, Asst Supt for HR, and CFO
3/28/2022	Preliminary draft budget update presented to school board	Superintendent, CFO
3/28/2022	Review personnel staffing	Superintendent and Asst. Supts.
3/31/2022	Admin Meets with campus/programs to review alignment of proposed campus/program budgets with District and Campus Improvement Plans	Admin/Principals/Directors
3/31/2022	Administrative review of building maintenance and renovation priorities	Superintendent and Asst. Supts.
3/31/2022	Complete superintendent's review of preliminary district budget, personnel requirements, facility requirements, and projected revenue	Superintendent and Asst. Supts.
4/11/2022	Special Called meeting - Board Budget workshop	Superintendent & Administration
4/11/2022	Presentation to school board to review proposed salary schedules for all employees	Superintendent, CFO, Asst. Supt. - Human Res.
4/11/2022	Preliminary budget update presented to school board	Superintendent and School Board
4/30/2022	Estimated Certified Values Due from Appraisal District	CCAD Chief Appraiser
4/30/2022	Review draft of district budget	Superintendent
5/9/2022	Special Called meeting - Board Budget workshop	Superintendent & Administration
5/16/2022	Review projected revenue estimates	Superintendent, CFO
5/16/2022	Tax rate and rollback tax rate calculations	CFO/Appraisal District
5/26/2022	Adoption of 2019-2020 Employee Compensation Plan	Superintendent and School Board
5/26/2022	At regular school board meeting: Board reviews a public hearing date to discuss the budget and reviews proposed tax rate to be published.	Superintendent & Administration
5/27/2022	Complete near final budget draft	Superintendent, CFO
6/6/2022	Special Called meeting - Board Budget workshop	Superintendent & Administration
6/6/2022	At regular school board meeting: Board approves a public hearing date to discuss the budget and approves tax rate to be published.	Superintendent & Administration
6/7/2022	Advertisement delivered to the newspaper	CFO
6/16/2022	Advertise official public budget hearing (must be a quarter page ad)	CFO
6/27/2022	Official public budget hearing - advertise no later than 10 days or earlier than 30 days prior to meeting	School Board, Superintendent & CFO
6/27/2022	Budget adopted (see note below)	School Board

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

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

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RECOMMENDATION:

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Lockhart Independent School District Board of Trustees

Date of Board Meeting:

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

RESOLUTION OF THE LOCKHART ISD BOARD OF TRUSTEES TO DISCONTINUE PARTICIPATION WITH TRS-ACTIVECARE

Board Agenda Item: Resolution to Discontinue Participation with TRS-ActiveCare effective September 1, 2022.

WHEREAS, the Texas legislature passed Senate Bill 1444 (SB 1444) providing TRS-ActiveCare employers more flexibility in selecting health coverage for their employees;

WHEREAS, SB 1444, permits current TRS-ActiveCare employers to leave TRS-ActiveCare by notifying TRS of the employers intent to leave TRS-ActiveCare on or before December 31st of the year before the plan year they intend to leave the plan;

WHEREAS, Senate Bill 1444, requires a current TRS-ActiveCare employer who leaves TRS-ActiveCare to remain out of TRS-ActiveCare for at least a five-year period before they may elect to rejoin TRS-ActiveCare;

WHEREAS, TRS has stated to leave TRS-ActiveCare the TRS-ActiveCare employer must report their intent through the Reporting Entity Portal and submit a Notice of Election to Discontinue Form which contains the district’s reporting entity number and support from the entity’s governing body through a board resolution or meeting minutes to TRS-ActiveCareAdmin@trs.texas.gov; and

WHEREAS, the Board of Trustees has determined it is in the district’s and employees’ best interest to leave TRS-ActiveCare effective September 1, 2022.

NOW, THEREFORE, BE IT RESOLVED the Board of Trustees of reporting entity number _____, approves discontinuing participation with TRS-ActiveCare effective September 1, 2022. The Board of Trustees instructs staff to provide notice to TRS accordingly.

A motion was made and the that trustees approved the resolution. Motion carried.

The authority granted by this resolution is effective until the Board revokes such authority by further action. Adopted this ___ day of _____, 2021, by the Board of Trustees.

Signed: _____

Board President

Signed: _____

Board Secretary

VIA CERTIFIED MAIL AND ELECTRONIC MAIL

December 13, 2021

Brian Guthrie, TRS Executive Director
1000 Red River St.
Austin, Texas 78701
TRS-ActiveCareAdmin@trs.texas.gov

Re: Notice of Election to Discontinue

Reporting Entity # _____

Dear Executive Director Guthrie,

In accordance with T.A.C. §41.30, *Participation in the Health Benefits Program under the Texas School Employees Uniform Group Health Coverage Act by School Districts, Other Educational Districts, Charter Schools, and Regional Education Service Centers.*

Please be advised that the _____ ISD Board of Trustees at their December 13, 2021 board meeting approved a resolution to discontinue participation with TRS-ActiveCare effective September 1, 2022.

Should you require any additional information, please contact Nicole Dean, Chief Financial Officer, Nicole.dean@lockhart.txed.net.

Sincerely,

Nicole Dean

CFO

Nicole.dean@lockhart.txed.net

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED :

That the Lockhart ISD COVID-19 Pandemic Staff Retention Incentive Program will provide a one-time salary supplement to each permanent staff member in December 2021, funded through ESSER II or ESSER III funds under PS3013, for additional duties performed due to the COVID-19 Pandemic, as follows:

- a. \$500 for all full-time, benefit-eligible employees;
- b. \$500 for substitute teachers who have substituted at least 45 days between August 18, 2021 and December 17, 2021; and,
- c. \$250 for all part-time employees (those who work less than 30 hours per week) who meet the following:
 - i. The employee must be employed by the District as of October 1, 2021; and,
 - ii. The employee must not have a resignation date prior to January 3, 2022.

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 13th day of December, 2021, as follows:

Ayes: _____ Nays: _____ Abstentions: _____

Signed: _____
Michael Wright,
President, LISD Board of Trustees

Attested to: _____
Tom Guyton,
Secretary, LISD Board of Trustees