

**The Lockhart Independent School District
Board of Trustees
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,
Lockhart, TX 78644
Regular Meeting, March 28, 2022 – 6:30 PM**

Notice is hereby given that on March 28, 2022, 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.

1. Call to Order
2. Presentation of Colors by JROTC
3. Invocation
4. Recognitions
 - A. TAFE State Qualifiers, Winners, and National Qualifiers
 - B. Visual Arts Scholastic Event
 - C. Texas Association of School Business Officials (TASBO) Award of Merit for Purchasing
 - D. Texas School Public Relations Association (TSPRA) 2021 Star Awards Winner - LISD Communications Department
 - E. Introduction of the Executive Director of Operations
5. PUBLIC HEARING:
 - A. Public Hearing regarding LISD District Annual Report 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) specifically to discuss:
 1. Consultation with legal counsel regarding redistricting and proposed revised maps. Tex. Gov't Code § 551.071.
 2. Discussion regarding administrative contracts, positions, and vacancies. Tex. Gov't Code § 551.074.
8. Business: Consent Agenda
 - A. Approval of Minutes:
 1. February 28, 2022 5
 - B. Approve Budget Amendments 9
 - C. Approve Renewal of Membership in Walsh Gallegos Trevino Kyle & Robinson P.C. Retainer Program 12
 - D. Approve TAFE Nationals Event 22
 - E. Review Tax Collection Report 34
 - F. Review Cash Investments Report 37
9. COMMUNICATION:
 - A. 2022 TASB Pay Study 40
 - B. Brown & Brown Self-Funded Insurance Presentation for 22-23 Plan Year 42
 - C. Employee Engagement Survey 44

D. Progress Monitoring Data on District Achievement Targets	46
E. Renewal of Exclusive Brand Contract with BSN	48
F. District Improvement Plan and Campus Improvement Plans Formative Review for February 2022	50
G. Review Interlocal Participation Agreement (IPA) between Lockhart ISD and the TASB Risk Management Fund (Fund)	313
H. Live Love Lockhart Housing Initiative	325
I. Home School UIL Participation	327
J. Redistricting of Lockhart ISD Board Single-Member Districts	329
10. COMMUNICATION/ACTION:	
A. Consider and/or Approve Purchase of Regional Day School Program for the Deaf Contracted Services (RDSPD)	331
B. Consider and/or Approve Resolution Nominating Superintendent for Texas Association of School Boards (TASB) Superintendent of the Year	333
11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*	
12. BENEDICTION	
13. ADJOURNMENT	

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 March 25, 2022, 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.



Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Minutes of Regular Meeting

The Board of Trustees

Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, February 28, 2022, 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 6:30 P.M. by Board President Michael Wright. Other members present were Dr. Barbara Sanchez, Rene Rayos, Sam Lockhart, Warren Burnett, Rebecca Pulliam, and Tom Guyton.
2. Presentation of Colors by JROTC
3. Invocation was given by Trustee Burnett
4. Recognitions
 - A. Tay Andrews - U.S. Military Academy at West Point
 - B. Common Sense Media School Honorees
5. Public Comment

None.

6. COMMUNICATION:

- A. Presentation regarding Redistricting of Single Member Trustee Districts

This presentation was given by Joey Moore, Walsh Gallegos Trevino Kyle & Robinson P.C. No action was taken.

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) specifically to discuss:
 1. Consultation with the District's legal counsel regarding legal issues related to the redistricting process for single member trustee districts Tex. Gov't Code § 551.071.
 2. Superintendent's Mid-Year Formative Evaluation

The Board of Trustees on Monday, February 28, 2022 convened at 6:54 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed

under the Texas Government Code Section 551.071 (Consultation with Attorney); Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee) and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed session at 8:16 PM on Monday, February 28, 2022. No votes, decisions, or actions were taken while in closed session.

8. BUSINESS: CONSENT AGENDA

A. Approval of Minutes:

1. January 18, 2022

B. Approve Local District Policy Update 118: CFD(LOCAL): ACCOUNTING - ACTIVITY FUNDS MANAGEMENT; CQB(LOCAL): TECHNOLOGY RESOURCES -CYBERSECURITY; DFE(LOCAL):TERMINATION OF EMPLOYMENT - RESIGNATION; DP(LOCAL): PERSONNEL POSITIONS; EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS); EHBC(LOCAL): SPECIAL PROGRAMS-COMPENSATORY/ACCELERATED SERVICES; EIE(LOCAL): ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION; FDE(LOCAL): ADMISSIONS - SCHOOL SAFETY TRANSFERS; FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE; FEC(LOCAL): ATTENDANCE - ATTENDANCE FOR CREDIT; FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT; FL(LOCAL): STUDENT RECORDS

C. Approve Germicidal UVC System RFP

D. Approve Budget Amendments

E. Review Tax Collection Report

F. Review Cash Investments Report

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

9. COMMUNICATION:

A. 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.

B. Career and Technical Education (CTE) Program Report

This presentation was given by the Career and Technical Coordinator, Melissa Royer. No action was taken.

C. 2021-2022 Budget Update

This update was given by the CFO, Nicole Dean. No action was taken.

D. Staff Housing Project

This update was given by Mark Estrada, Superintendent of Schools. No action was taken.

E. Food Service Management Bid

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

10. COMMUNICATION/ACTION:

A. Consider and/or Approve Proclamation of March as Celebrate Texas Public Schools Month

Trustee Guyton made the motion that the Board approve the Celebrate Texas Public Schools Proclamation as presented. Trustee Sanchez seconded the motion. The motion carried, 7-0.

B. Consider and/or Approve 2022-2023 Academic Calendar

Trustee Sanchez made the motion that the Board approve the Lockhart ISD 2022-2023 Academic Calendar as presented. Trustee Rayos seconded the motion. The motion carried, 7-0.

C. Consideration and Possible Action to Adopt Board Resolution Authorizing Payment of Employees during Emergency Closure

Trustee Sanchez made the motion that the Board adopt the Board Resolution authorizing payment of employees during the emergency closure, as presented. Trustee Rayos seconded the motion. The motion carried, 7-0.

D. Consider and/or Approve Resolution to Pay Staff for February 24, 2022 and February 25, 2022; 2 hour Weather-Related Delay

Trustee Rayos made the motion that the Board approve the resolution to pay staff who were originally scheduled to work during the dates and times of closure on February 24, 2022 and February 25, 2022, two-hour delay for weather related closure as presented. Trustee Sanchez seconded the motion. The motion carried, 7-0.

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

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

F. Consider and/or Approve Revisions to COVID-19 Response Matrix

Trustee Rayos made the motion that the Board of Trustees approve the COVID-19 Response Matrix revisions as presented. Trustee Guyton seconded the motion. The motion carried, 6-1. Trustee Sanchez voted against the motion.

11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*
12. BENEDICTION was given by Trustee Guyton
13. ADJOURNMENT was at 9:54 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.
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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart ISD
Budget Amendments
March 28, 2022

							21-22	DR (CR)	New
							21-22	DR (CR)	21-22
FND	FN	OBJ	SO	ORG	YR-PIC	Code Description	Appropriation	Amendment	Appropriation
1. To amend the budget between functions for bleachers for the band at Lions Stadium:									
199	36	6639	00	999	099000	Capital Equipment	-	30,650	30,650
199	81	6629	00	038	099000	Building Construction - Awnings Project	25,000	(25,000)	-
199	81	6629	00	045	099000	Building Construction - Awnings Project	22,500	(5,650)	16,850
							47,500	-	47,500
Submitted by:									
Nicole Dean									
Chief Financial Officer									

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

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PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



WALSH GALLEGOS
TREVINO KYLE & ROBINSON P.C.

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

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

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it does not boycott Israel and will not boycott Israel during the term of this Agreement.

7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.
8. Compliance with Texas Government Code Chapter 2274 and 809: Pursuant to Texas Government Code Chapters 2274 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.
9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.
10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.
11. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).

LOCKHART INDEPENDENT SCHOOL DISTRICT

By: _____


(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS TREVIÑO KYLE & ROBINSON P.C.

By:  _____

Joe A. De Los Santos
Managing Shareholder

3/1/2022
(Date)



WALSH GALLEGOS
TREVIÑO KYLE & ROBINSON P.C.

Program for EFT/ACH Payments

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

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

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

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



WALSH GALLEGOS
TREVINO KYLE & ROBINSON P.C.

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

For Retainer Program Clients

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

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

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

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

For Non-retainer Program Clients

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

The above rates are subject to change at any time.



BENEFITS OF THE RETAINER PROGRAM

- 1. FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10.27 free hours of telephone consultation. That is a \$3,047.00 value in telephone calls alone!

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

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

- 2. REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

- 3. FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

(1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and

(2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

- 4. E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school

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

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

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

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

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

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

OFFICE USE ONLY CERTIFICATION OF FILING

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
 Walsh Gallegos Treviño Kyle & Robinson P.C., or just Walsh Gallegos
 Austin, TX United States

Certificate Number:
 2022-856002

Date Filed:
 03/01/2022

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

Date Acknowledged:

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
 16500
 Legal Services Retainer Agreement

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

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

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

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

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

Executed in Travis County, State of Texas, on the 1st day of March, 2022.
 (month) (year)



Diana Stangl - Firm Administrator

Signature of authorized agent of contracting business entity
 (Declarant)

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:



LISD Career & Technical Education (CTE)

Lockhart High School • 906 Center Street • Lockhart, Texas 78644 • phone: 512-398- 0409
www.lockhart.isd.org

Memorandum

To: Nicole Dean
From: Melissa Royer
Subject: TAFE National Competition in Washington DC
Date: March 22, 2022

DEPART: Thursday, June 23, 2022
 RETURN:: Monday, June 27, 2022

2 Sponsors
 5 Students

Venue: Washington Hilton
 1919 Connecticut Ave. NW
 Washington, DC 20009

Travel Items	Option 1: Southwest	Option 2: Delta	Option 3: United Airlines
Airfare	2733.15	4138.40	3739.40
Luggage Fee	0	490	560
Meals*	2765		
Room:	3680		
Registration	2093		
Transportation	600		
Total	11, 871.15	13,766.40	13,437.40

* Meals are based on the www.GSA.com per diem for Washington DC.

Conference, Competitions, Honor Societies



National Conference

[HOTEL](#) [TRANSPORTATION](#) [REGISTRATION](#) [COVID-19 PROTOCOLS](#) [ADD SWAG BUNDLES](#) [SPONSOR](#)
[KEYNOTES](#) [COMPETITIONS](#) [TENTATIVE SCHEDULE](#)

Save the date for the 2022 National Conference!

The 2022 Educators Rising National Conference is scheduled take place June 24-27, 2022, in Washington, D.C. **This year's theme is Shaping the Future.** All are invited to participate in this unique opportunity for students and their teacher leaders to compete, connect, and learn together.

Each year, Educators Rising hosts a national conference to convene our network of rising educators and teacher leaders. It's a unique opportunity for students and their teacher leaders to:

- Connect and learn from each other through more than 40 breakout sessions;
- Network with other members from across the country;
- Compete for national titles in competitive events designed to allow students to develop and showcase their teaching skills; and
- Be inspired by keynote presentations from national education leaders.

Please note, students must be paid, [Active-level](#) members of Educators Rising in order to participate. To have your state dues automatically added to your balance at checkout, be sure to add your correct address so you can link to your state dues. [Learn more!](#)



Watch highlights from our 2021 Educators Rising National Conference in this video to learn just some of what the conference has to offer for current and future educators! [Educators Rising National Conference 2021 – Join the Movement](#)

Sponsorship, Exhibition, and Advertising Opportunities

Are you struggling to recruit students to enroll in your school/program or utilize your product/service? Then you should sign up now to be a sponsor, exhibitor, and/or advertiser at the Educators Rising National Conference. This annual celebration with 1,300+ conference participants brings together the best and brightest aspiring educators from across the country for an engaging four-day event. Educators Rising offers a variety of opportunities from sponsorship and exhibiting, to co-branding and advertising, we can help create a package that works best with your objectives, resources, and budget.

If you're interested in getting involved with the 2022 conference, please download our [conference prospectus](#) or contact Anna Donley, Programs and Relationships Coordinator, at adonley@pdkintl.org to discover all available opportunities.

Conference Hotel

Washington Hilton
1919 Connecticut Avenue NW
Washington, DC 20009

Group rate: \$190/night + 14.95% occupancy tax

Note: Service fees are as follow: portorage: \$10.60 per person (includes both check-in and check-out)

[Reserve your hotel room now!](#)

To reserve your room by phone, call (800) 445-8667 and use the reference code "PDK1" to obtain the group rate.

The conference hotel is easily accessible from the three major airports listed below.

- Washington National Airport – 6.0 miles

- Washington Dulles International Airport – 27.0 miles
- Baltimore/Washington International – 33.0 miles



Registration

[Register Now!](#)

All competitors must be registered by April 4th in order to be scheduled to compete.

For those attendees who have booked their stay at the Washington Hilton, Washington DC, use the code [DCHILTON2022] to receive the discounted conference registration fee. Do not use this code until you have booked your stay with the Washington Hilton. If any registrant uses the promotional code without booking a room at the official conference hotel, they will be invoiced for the \$100 difference in registration fee. Attendance at the Educators Rising National Conference 2022 will not be permitted until the correct registration fee has been paid in full.

Educators Rising will be requiring all attendees to follow the protocols stated below as well as sign a COVID-19 Waiver. Proof of vaccination and submission of a COVID-19 Waiver will be required as an upload during the registration process.

- **Students** will be required to submit a signed [Personal Conduct Form](#) and a [Parent/Guardian Consent and Release from Liability Form](#) which includes the COVID-19 Waiver.
- **Teacher Leaders and Chaperones** will be required to submit a signed [Chaperone Participation Agreement Form](#) which includes the COVID-19 Waiver.
- **All other attendees** will be required to submit a [COVID-19 Waiver](#).

Educators Rising has implemented protocols aimed at reducing the likelihood of spread of the novel coronavirus ("COVID-19") between participants and others attending the 2022 Educators Rising National Conference. These protocols are designed to be consistent with current guidance from the U.S. Centers for Disease Control and Prevention ("CDC"), as well as comply with state and local directives. However, Educators Rising cannot guarantee that event participants will not be exposed to COVID-19 while participating in or attending the event. We will be closely monitoring the CDC guidelines and will update stated protocols as needed.

Educators Rising requires all attendees and National Staff to comply with safety precautions specified in the state, local government, and CDC guidelines. Any person disclosing or exhibiting symptoms of COVID-19, or knowingly exposed to the disease, will be refused admittance to the in-person 2022 Educators Rising National Conference. Any person refusing to comply with required safety protocols will be required to leave the 2022 Educators Rising National Conference at their own expense.

COVID-19 Protocols:

- Provide proof of being fully vaccinated according to the CDC guidelines and Washington, D.C., requirements. To request a medical and religious exemption, complete the appropriate request from below and submit it during the registration process in the field requiring proof of vaccination.
 - [Medical exemption form](#)
 - [Religious exemption form](#)
- Test negative for COVID-19 within 24 hours prior to the event;
- Wear a surgical (non-cloth) mask that covers the mouth and nose; AND
- Practice social distancing when possible.

CONFERENCE REGISTRATION FEE

Do you want to attend the Educators Rising National Conference for FREE?

We understand how difficult and expensive it can be for students to attend our conference, which is why we are excited to announce an opportunity to receive free registration! **Educators Rising is pleased to announce that we are rewarding 10 Conference Scholarships to our student community! Recipients of the scholarships will receive a free national conference registration.**

Applications will be open from **February 1, 2022 – March 1, 2022**. We look forward to seeing you there!

[Submit Your Application](#)

All competitors must be registered by April 4th in order to be scheduled to compete.

Early Bird Rates: (on or before April 4, 2022)

Staying at the Washington Hilton

(To receive the discounted rate, you will need both your hotel confirmation number and the Educators Rising discount code when registering.)

- Member Rate \$299 (EdRising-High School & College members and Chaperones, Pi Lambda Theta, Phi Delta Kappa)
- Non-member Rate \$349

NOT staying at the Washington Hilton

- Member Rate \$399 (EdRising-High School & College members and Chaperones, Pi Lambda Theta, Phi Delta Kappa)
- Non-member Rate \$449

Regular Rates: (After April 5, 2022)

Staying at the Washington Hilton

(To receive the discounted rate, you will need both your hotel confirmation number and the Educators Rising discount code when registering.)

- Member Rate \$399 (EdRising-High School & College members and Chaperones, Pi Lambda Theta, Phi Delta Kappa)
- Non-member Rate \$449

NOT staying at the Washington Hilton

- Member Rate \$499 (EdRising-High School & College members and Chaperones, Pi Lambda Theta, Phi Delta Kappa)
- Non-member Rate \$549

All registrations include:

- Two complimentary meals (\$80 value)
- Access to breakout workshops designed to help students develop teaching skills
- Opportunities to compete in more than 21 competitive events designed for students to showcase their teaching and leadership skills
- Entry into all keynote presentations from national education leaders
- Admission to College and Innovation Exhibit Fair

ADD SWAG BUNDLES TO REGISTRATION

Want to get discounts on merchandise being sold at the national conference? Add on one of the swag bundles below to during registration and then pick the items up at the conference.

Power bundle \$50 (MSRP \$89.85)

Includes:

- Conference t-shirt
- Sweatshirt
- Mask
- Patch
- Mini Eddy bear
- Membership pin
- Conference pin

Impact bundle \$40 (MSRP \$59.95)

Includes:

- Conference t-shirt
- Sweatshirt
- Mask
- Conference pin

Engaged bundle \$20 (MSRP \$29.90)

Includes:

- Conference t-shirt
- Mask
- Conference pin

Keynote Speakers



Juliana Urtubey – 2021 National Teacher of the Year

Juliana Urtubey – 2021 National Teacher of the Year

Juliana Urtubey, NBCT, a first-generation, bilingual immigrant, loved school. Drawn to teaching through a high school teacher leadership academy, she knew it would be important to be a bilingual teacher. Now the 2021 National Teacher of the Year, Juliana works to serve as a mirror for her school community, helping students to be proud of their identities and their families, and to acknowledge their strengths and contributions to the community.

Juliana, currently in her 11th year in the classroom, teaches at Kermit R. Booker, Sr. Innovative Elementary School in Las Vegas, where she serves as a co-teacher in pre-kindergarten through fifth-grade special education settings and as an instructional strategist developing supports to meet students' differing academic, social-emotional, and behavioral needs.

Known as "Ms. Earth" for her efforts to beautify schools and unify the community through murals and gardens, Urtubey has helped raise funds for garden programs at two Las Vegas schools. In one program, the garden was tended to by the student "Garden Gnomies" club and offered opportunities for innovative student learning and intergenerational learning and connections to the wider community, who could purchase produce on an as-able donation basis or with volunteer hours.

As National Teacher of the Year, Juliana plans to advocate for a "joyful and just education" for all students, one that is inclusive and celebratory of all students' identities, families and communities. Urtubey is the first Latinx National Teacher of the Year since at least 2005.

Juliana is a National Board Certified Teacher and holds a bachelor's degree in bilingual elementary education and a master's degree in special bilingual education from the University of Arizona. She is a National Board for Professional Teaching Standards Board of Directors member and Teacher Fellow, a Nevada Teach Plus Senior Policy Fellow, and an Understood Teacher Fellow and mentor. She is also a winner of the 2018 Rogers Foundation Heart of Education award.

Juliana (HOO-lee-on-a ER-two-bay) enjoys reading in Spanish and traveling, and has had the opportunity to teach in Ecuador, Mexico, Spain and Puerto Rico. She also enjoys tending to her collection of house plants and spending time outdoors, and she aims to visit all the National Parks. Juliana lives in Las Vegas with her husband, Olmeca, and their dogs Chenek, Chima, and Piolin.

National Competitions

The national competition application period is now open for the 2022 National Conference. The application period will close on April 4, 2022. All competitors must be paid national members in order to compete. All competitors must be registered by April 4th in order to be scheduled to compete.

Members can find the full guidelines, scoring rubrics, timelines, and registration information for all competitions in the [Student Resources section of the Educators Rising Membership Portal](#).

Educators Rising National Competitions are performance-based competitive events in which aspiring educators demonstrate their knowledge, skills, and leadership in education. With a blend of individual and team events, competitions are authentic, engaging opportunities for rising educators to stretch their creativity, commitment, and professionalism. The competitions are rooted in the Educators Rising Standards and closely align to the [Educators Rising Academy Curriculum](#).

Below is a list of sample competitions:

- Children's Literature – K-3
- Children's Literature – Pre-K
- Creative Lecture (TED Talk)
- Educators Rising Leadership Award (Varsity only)
- Educators Rising Moment
- Ethical Dilemma (team)
- Exploring Education Administration Careers
- Exploring Non-Core Subject Teaching Careers
- Exploring Support Services Careers
- Impromptu Lesson
- Impromptu Speaking
- Inside Our Schools Presentation (team)
- Job Interview
- Lesson Planning and Delivery – Arts
- Lesson Planning and Delivery – Career and Technical Education

- Lesson Planning and Delivery – Humanities
- Lesson Planning and Delivery – STEM
- Public Speaking
- Researching Learning Challenges (team)



National Honor Societies

High School Students

The **Educators Rising Honor Society** is a distinction that recognizes the academic accomplishments of our student members. This honor serves to elevate the image of teaching by highlighting high-achieving high school students who are dedicated to a career path in education.

College Students

[Pi Lambda Theta](#) is one of the nation’s most prestigious education honor societies which serves to recognize outstanding collegiate students who intend to pursue careers in education.



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info@educatorsrising.org
media@pdkintl.org

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All pricing subject to change, our current price is what is reflected on the website.

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

LOCKHART I.S.D. BOARD

Tax Collection Report

FEBRUARY 2022

	February	Prior Months	TOTAL	PRIOR YEAR
2021 Tax Collection	\$571,290.69	\$21,662,126.64	\$22,233,417.33	\$19,073,872.86
2020 & Prior Collection	\$58,152.80	\$833,521.98	\$891,674.78	\$917,207.79
Total Tax Collection =	\$629,443.49	\$22,495,648.62	\$23,125,092.11	\$19,991,080.65

note: Above figures include penalties and interest collected

2021 Original Levy \$24,181,481.20

February 28, 2022 Percent of 2021 Tax Collected	91.97%
February 28, 2021 Percent of 2020 Tax Collected	91.19%
February 28, 2020 Percent of 2019 Tax Collected	91.12%
February 28, 2022 - Balance of Delinquent Tax	\$1,971,168.14
February 28, 2021 - Balance of Delinquent Tax	\$1,772,445.84
February 28, 2020 - Balance of Delinquent Tax	\$1,509,148.14

Corrections made to Current Tax Roll \$10,230.30

Corrections made to Delinquent Tax Roll \$15,356.57

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$10,162.40

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
 Chief Appraiser
 Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

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**Lockhart ISD
Cash Investments Report
As of February 28, 2022**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 284,066	\$ 21,306,407	\$ 2,222,642	\$ 23,813,114
Redemption Fund			\$ 2,164	\$ 2,164
Interest & Sinking Fund	\$ 455,519	\$ 5,626,195	\$ 468,572	\$ 6,550,286
Payroll			\$ 1,088,632	\$ 1,088,632
School Nutrition	\$ 6,670	\$ 1,799,792	\$ 204,675	\$ 2,011,137
Maintenance Debt Service			\$ 123	\$ 123
District Funds	\$ 746,254	\$ 28,732,393	\$ 3,986,808	\$ 33,465,455
C.D. Marshall JHS Scholarship		\$ 30,722		\$ 30,722
G.F. Hudnall Scholarship		\$ 15,577		\$ 15,577
J.M. Moore Scholarship		\$ 24,963		\$ 24,963
L. White Scholarship		\$ 14,100		\$ 14,100
Mary Barron Canning Sanders Schol.		\$ 6,007		\$ 6,007
Fiduciary Funds			\$ 17,953	\$ 17,953
Hazelett Scholarship		\$ 655		\$ 655
Roland Endowment Scholarship			\$ 20,496	\$ 20,496
Canning Engineering Scholarship		\$ 24,585		\$ 24,585
Mohle Scholarship		\$ 10		\$ 10
Top Ten Scholarship	\$ 374		\$ 171,149	\$ 171,524
Scholarship Funds	\$ 374	\$ 116,618	\$ 209,598	\$ 326,590
Monthly rate in Bank/Pool:	0.15%	0.12%	0.25%	

Earnings from Temporary Investment Budget Amount (General Fund)	\$ 125,000.00
Earnings Realized	\$ 15,648
Budget Balance (Interest received in excess of budget)	\$ 109,352

Lockhart Independent School District Board of Trustees

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Lockhart Independent School District

District Improvement Plan

2021-2022 Formative Review with Notes



Mission Statement

Lockhart ISD District Goals

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

Vision

Building a legacy of excellence.

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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



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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. 37





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> <p> 40% of walkthroughs in visuals are at the accomplished/distinguished while 34% of walkthroughs in flexible grouping are at accomplished/distinguished.</p> <p>Jan January Evidence of Progress</p> <p> 45% of walkthroughs in visuals are at the accomplished/distinguished while 40% of walkthroughs in flexible grouping are at accomplished/distinguished.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

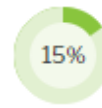
Strategy 2 Details	Reviews
<p>Strategy 2: Adjust professional development opportunities for campus leadership based on Fundamental 5 data, as evidenced by the district-created walkthrough form.</p> <p>Strategy's Expected Result/Impact: Through Fundamental 5 Walkthrough data in ELA tracked at the district 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>  <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> <p>Jan January Evidence of Progress</p>  <p>For Language Arts our districtwide Fundamental 5: Lesson Frame is at 56.6% for accomplished or above, FSGPT is at 23.5%, Recognize and Reinforce is at 45.1%, and Critical Write is 34.1%. We have met our goals for Critical Write and Recognize and Reinforce . We will be supporting campuses with the campus focus area to ensure Fundamental 5 practices are increasing in those targeted areas.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 56</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>33% 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>35% of K-2 students performed At or Above Benchmark on mClass Reading and IDEL for the Middle-of-Year period. ISIP and Amplify Progress Monitoring data are being monitored by campuses.</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</p>  <p>Two principal PLC meetings provided time for principals and their teams to review CBA3 data in growth and achievement.</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>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. Currently we have 701 students enrolled. There have been 10, 859 quizzes completed (2nd-12th). The Listening components were completed in December and January. The Speaking components started in late January/February.</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</p> <p> In grades 4 - 7, 30% of students who failed STAAR reading last year passed their CBA3 reading assessment.</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>	<p style="text-align: right;">58</p>

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Nov



November Evidence of Progress

In data collected during walk throughs of special education classrooms during language arts instruction, 8.5% of special educators are 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.

Jan



January Evidence of Progress

In data collected during 132 walk throughs of special education classrooms during language arts instruction, 8.9% of special educators are at accomplished or distinguished in sentence stems, 37.8% of special educators are at accomplished or distinguished with visuals, 23.6% of special educators are at accomplished or distinguished with flexible grouping.

Mar

March Evidence of Progress

June

June Evidence of Progress

59



No Progress



Accomplished





Continue/Modify







Discontinue



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> 0% Based on CBA3 data in grades 4, 5, and Algebra 1, the progress score combined is 60.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

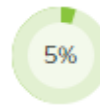
60

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>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>For Math our districtwide Fundamental 5: Lesson Frame has dropped to 49.9%. for accomplished or above (it was at 63%), FSGPT saw a small increase from 18% to 19.2%, Recognize and Reinforce saw a small increase from 43% to 44.4%, and Critical Write decreased from 20% tp 18.8%. We will be supporting campuses with the campus focus area to ensure Fundamental 5 practices are increasing in those targeted areas.</p> <p>Mar March Evidence of Progress 61</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>	<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</p>  <p>Two principal PLC meetings provided time for principals and their teams to review CBA3 data in growth and achievement.</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, 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>	<p>Nov 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> <p>Jan January Evidence of Progress</p>  <p>In data collected during 99 walkthroughs of special education classrooms during math instruction, 5.5% of special educators are at accomplished or distinguished in the use of sentence stems, 32.4% of special educators are at accomplished or distinguished in the use of visuals, and 20.7% of special educators are at accomplished or distinguished with the use of flexible grouping.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 62</p>
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>	

--

Nov



November Evidence of Progress

About 50% of students who failed STAAR Math or Alg I EOC in 2021 passed passed the first Math/Alg I CBA.

Jan



January Evidence of Progress

In grades 4, 5, and Algebra 1, 43% of students who failed STAAR reading last year passed their CBA3 math assessment.

Mar

March Evidence of Progress

June

June Evidence of Progress

No Progress



Accomplished








Continue/Modify

Discontinue

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> Training review over CCMR monitoring procedures, including the CCMR Tracking spreadsheet. Texas College Bridge Implementation Support training for CCMR Advisors, Texas College Bridge Implementation Support for teachers at LHS and PHS.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 64</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>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Secondary counselors were trained on the 22-23 Secondary Course Guide, Xello Course Planner, and graduation requirements.</p> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>All secondary students (Grades 8-11) completed a four-year plan in Xello.</p> </div> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p></p> </div> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	




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 - 6852 on 12/08; 4% 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>Facebook Followers: 6566 on 08/01 - 6918 on 01/31; 5% growth Twitter Followers: 2076 on 08/01 - 2256 on 1/31; 9% growth Instagram Followers: 0 on 08/01- 738 on 01/31- Goal completed + 5% over goal</p> <p>Mar March Evidence of Progress 66</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: The Superintendent and Board President will hold at least two staff forums during the school year to allow for open-ended dialogue to foster understanding and reveal opportunities for improvement.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	<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> The second staff forum will be scheduled for second semester.</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</p> <p>No progress; Scheduled for January, 2022</p> <p>Jan January Evidence of Progress</p> <p> Survey sent on February 8, 2022 and closed on February 18, 2022. Turnover rate is still being measured through the end of the school year.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p></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</p>  <p>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</p>  <p>The survey was sent again on February 2, 2022 and closed on February 16, 2022. It was sent to a total of 16 new employees hired after November 1, 2021 (previous survey date) with a total of 5 who participated. All 5 (100%) participants agreed the job duties were accurately represented upon hire and they all feel supported by their supervisor.</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  To date, employees have received an exit survey within 30 days of the last day of employment. In order to increase participation, an online resignation form was created in an effort to streamline and improve the employee exit process, creating one tool where exiting employees can have access to information, including the employee exit survey.</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>	<table border="1"> <tr> <td data-bbox="1249 316 1386 462"> Nov  </td> <td data-bbox="1386 316 2016 462"> November Evidence of Progress Complete </td> </tr> <tr> <td data-bbox="1249 462 1386 609"> Jan  </td> <td data-bbox="1386 462 2016 609"> January Evidence of Progress </td> </tr> <tr> <td data-bbox="1249 609 1386 755"> Mar  </td> <td data-bbox="1386 609 2016 755"> March Evidence of Progress </td> </tr> <tr> <td data-bbox="1249 755 1386 849"> June </td> <td data-bbox="1386 755 2016 849"> June Evidence of Progress 70 </td> </tr> </table>	Nov 	November Evidence of Progress Complete	Jan 	January Evidence of Progress	Mar 	March Evidence of Progress	June	June Evidence of Progress 70
Nov 	November Evidence of Progress Complete								
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<table border="0"> <tr> <td data-bbox="462 860 661 909">  No Progress </td> <td data-bbox="756 860 976 909">  Accomplished </td> <td data-bbox="1071 860 1333 909">  Continue/Modify </td> <td data-bbox="1428 860 1627 909">  Discontinue </td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 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: 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> All campuses and district offices are 100% tracking drills in the Raptor system.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p style="text-align: right;">71</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.</p> <p>Jan January Evidence of Progress</p> <p> The EOP has been updated and reviewed by the District Safety Task Force.</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>There was a changed in the LJHS SRO at the start of the second semester. A focus this semester has been to education students on vaping and decrease incidents of vape devices brought to campuses.</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

Second Step lessons at the elementary level are focused on being kind and see something, say something. We are all connected, campus "family" wide meetings on Friday. Conflict resolution and 7 mindset lessons teacher led. LJHS re-entry meetings with LDMC students, referrals to counseling agencies. LHS, tiered level of supports with LHS. On-site counseling

Strategy 4 Details

support provided by SSG. LDMC-individual counseling sessions and small group sessions. Continued professional development on "compassion fatigue" and suicide mitigation efforts for faculty/staff at Carver.


Mar

March Evidence of Progress

June

June Evidence of Progress



Strategy 5 Details	Reviews
<p>Strategy 5: All elementary campuses, Lockhart Junior High School, and Lockhart High School will implement the 7 mindsets curriculum to support the SEL needs of students in Lockhart ISD</p> <p>Strategy's Expected Result/Impact: "By increasing overall support for the emotional well being of students, student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th-grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math."</p> <p>Staff Responsible for Monitoring: Coordinator of School Counseling, Campus Counselors, Campus Administration</p>	<p>Nov November Evidence of Progress</p> <p> All campuses have established one day a week to implement the 7 mindsets curriculum. Secondary campuses use advisory time for implementation .</p> <p>Jan January Evidence of Progress</p> <p>7 mindset lessons continue on Mondays at the elementary campuses. Secondary campuses have weekly lessons continued through advisory time. Internet safety being taught in classrooms at LHS.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6: Provide educational and support programs on the negative effects of drugs and alcohol at least once per semester for all K-12 grade students in Lockhart ISD.

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

ABS - Connections Agency: small groups on the same. Coordinator of Counseling - a K-12th comprehensive list of alc./drug/tobacco activities provided in the district. Meeting with LISD admin., juvenile probation and assistant district attorney on mitigation efforts (1/5 & 1/26).
 Counseling dept. & Lockhart law enforcement meeting regarding local youth trends, use, and paraphernalia

Strategy 6 Details

(2/18). Community Mental Health Partners' Mid-Year Directors Meeting (1/7/22) addressing alc./drug prevention and intervention services.




Mar

March Evidence of Progress

June

June Evidence of Progress



Strategy 7 Details	Reviews
<p>Strategy 7: Lockhart ISD will post and implement the appropriate policies addressing child abuse, neglect, and sexual abuse of children.</p> <p>Strategy's Expected Result/Impact: By protecting the students we serve student attendance will increase to 95%, 80% of students in grades PK - 5 and 70% of 6 - 10th grade students will make 1.5 years progress in reading, and 70% of students in K - Algebra I will make 1.5 years progress in math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	<p>Nov 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 January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June 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

ABS - 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. 7 Mindsets
 BBE - Jan - Grit / Perseverance. RAK day 2/17.
 Feb - Kindness (looks like, feels like, sounds like)
 Clear Fork - 7 Mindset lessons (teacher-led) every Monday. Online 24/7 student self-referral to see the

Strategy 8 Details

Reviews

counselor ("purple notes"). Partnership with Connections for individual counseling. 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 - Conflict Resolution. 7 Mindset less


Mar






March Evidence of Progress

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>The district continues to struggle with attendance rates for the 2021-2022 as another COVID spike hit in January of 2022. The district is working on a strategic campaign to launch in March focusing on attendance.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 87</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># of Event YTD: 8</p> <p>More data forthcoming 88</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 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 89</p> <p> Still in progress. A meeting with TASB was held on February 22, 2022. Data is currently being gathered and reviewed in preparation for future board approval. Recommendations have been made in several positions groups in order to remain competitive in the market.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p></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> The district will participate in three in-person teacher job fairs in April, 2022 at Texas State University, Texas A&M University and at the University of Rio Grande Valley. The human resources department is currently working on attending future job fairs at Huston-Tillotson University, Prairie View A&AM and Texas Southern University in preparation for the 2022-2023 school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p></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> The district approved paid bilingual student teaching positions increasing the number of student teacher placements to a total from 5 to 8 in the spring semester. Recommendations for the 2022-2023 budget has been submitted for staff hiring incentives for the hiring of teachers. The HR department is working with our Executive of Director of Community Services with setting up a LinkedIn district account.</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> The district continues to communicate with Huston-Tillotson University, Prairie View A&M and Texas Southern University. More information to follow.</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>	

Nov



November Evidence of Progress

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-degreed 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.

Jan



January Evidence of Progress

94

The fifth substitute orientation for the 2021-2022 school year was hosted on February 22, 2022, with a total of 20 participants. To date, we have a total of 128 active subs. This is an increase of 30 additional subs in the past three months.

Mar

March Evidence of Progress

June

June Evidence of Progress



No Progress






Accomplished



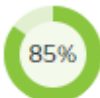
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Discontinue







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

Performance Objective 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>  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>Jan January Evidence of Progress</p>  The completion rate for the 30-hour foundational training is 88%. For the 6-hour update, the completion rate is 89%. For the administrator/counselor update, the completion rate is 88%. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 95</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>  Conducted 8th grade visits to LHS and planning for Spring Visit by 5th graders to LJH. <p>K-12 students have logged in collectively 8,380 times.</p> <p>Jan January Evidence of Progress</p>  100% of the 8th grade students used Xello in their CTE course to identify strengths and interests to support the completion of their four-year plan. <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>	<div data-bbox="1276 121 2005 430"> <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> </div> <div data-bbox="1276 454 2005 584"> <p>Jan January Evidence of Progress</p>  <p>Due to an increase in COVID cases in January 2022, we were unable to hold session 4 of the new teacher academy.</p> </div> <div data-bbox="1276 609 2005 828"> <p>Mar March Evidence of Progress</p>  <p>Session 4 and session 5 of the new teacher academy took place in February and March 2022. A focus was on parent communication, classroom management, and effective discipline. We also held a student panel that shared the student perspective on characteristics of an effective teacher.</p> </div> <div data-bbox="1276 852 2005 885"> <p>June June Evidence of Progress</p> </div>

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 year. 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>There were 3 ESL Academy sessions provided in the summer as we entered the 2021-2022 school year. There were a total of 38 teachers who attended the academies and 23 are now certified. There were a total of 28 ESL waivers submitted the 2021-2022 school year.</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 ⁹⁷</p>  <p>Conducted three modules in the Instructional Leadership Academy which include 25-35.</p> <p>Jan January Evidence of Progress</p>  <p>Conducted three modules on differentiation, data disaggregation and walkthroughs in the Instructional Leadership Academy which included 20-25 participants per module.</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>	<div data-bbox="1297 261 2011 391"> <p>Nov November Evidence of Progress</p>  <p>The following campus librarians have completed the common sense educator course.: Navarro, Clear Fork, Plum Creek, and ABS.</p> <p>Two campuses (NAV and PCE) have received national recognition for being a CommonSense Media School.</p> </div> <div data-bbox="1297 500 2011 748"> <p>Jan January Evidence of Progress</p>  <p>The following campus librarians have completed the common sense educator course.: Navarro, Clear Fork, Plum Creek, ABS, and LJHS</p> <p>Four campuses (NAV, PCE, ABS, CF) have received national recognition for being a CommonSense Media School.</p> </div> <div data-bbox="1297 773 2011 813"> <p>Mar March Evidence of Progress 98</p> </div> <div data-bbox="1297 846 2011 878"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 919 659 967">  No Progress </div> <div data-bbox="764 919 980 967">  Accomplished </div> <div data-bbox="1079 919 1331 967">  Continue/Modify </div> <div data-bbox="1436 919 1625 967">  Discontinue </div> </div>	







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

Performance Objective 3: 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>	<p>Nov November Evidence of Progress</p> <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. 99</p> <p>Jan January Evidence of Progress</p> <p>The campaign was launched in the fall, and recognition of staff and students continue.</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 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  Continued work with committee members during monthly leadership meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 100</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 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="0"> <tr> <td data-bbox="1276 472 1373 505">Nov</td> <td data-bbox="1528 472 1902 505">November Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 505 1373 602"></td> <td data-bbox="1413 505 1948 570">Continued work with committee members during monthly leadership meetings.</td> <td></td> </tr> <tr> <td data-bbox="1276 626 1373 659">Jan</td> <td data-bbox="1539 626 1892 659">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 659 1373 756"></td> <td data-bbox="1413 659 1948 724">Continued work with committee members during monthly leadership meetings.</td> <td></td> </tr> <tr> <td data-bbox="1276 781 1373 813">Mar</td> <td data-bbox="1549 781 1881 813">March Evidence of Progress</td> <td data-bbox="1938 781 1980 813">101</td> </tr> <tr> <td data-bbox="1276 854 1373 886">June</td> <td data-bbox="1560 854 1871 886">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			Continued work with committee members during monthly leadership meetings.		Jan	January Evidence of Progress			Continued work with committee members during monthly leadership meetings.		Mar	March Evidence of Progress	101	June	June Evidence of Progress	
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Jan	January Evidence of Progress																		
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Mar	March Evidence of Progress	101																	
June	June Evidence of Progress																		
 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 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  Continued work with committee members during monthly leadership meetings.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 102</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



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>	<p>Nov November Evidence of Progress  Teachers were provided with Guided Reading Expectations, training, and supports necessary to meet the goal.</p> <p>Jan January Evidence of Progress 105  83% of teachers are proficient or above in implementing guided reading practices for the months of December and January.</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 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>PLCs and LPRs have been established at each grade level. Principal, interventionist and instructional coach participate in the weekly PLC/LPR to help facilitate, give feedback, and provide support for teachers. In LPRs, lesson plan alignment and instructional strategies are the main points of discussion. In PLCs, we focused on several student data points to help adjust instruction.</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. Lesson Frame - 89% Power Zone - 94% Recognize & Reinforce - 85% Frequent Small Group Purposeful Talk - 55% Critical Writing -59%</p> <p>Jan January Evidence of Progress</p>  <p>We met proficient or above on four of the five strategies at from Dec. - Jan. Lesson Frame - 97% Power Zone - 100% Recognize & Reinforce - 94% Frequent Small Group Purposeful Talk - 80% Critical Writing -77%</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>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> <p>Jan January Evidence of Progress</p>  <p>Two new bilingual teachers were hired in January replaced the original two interventionist. In doing so, we are increasing additional support for students who fall under tier 3 intervention to cover Kinder and 1st grade. We have adjusted new interventionist schedules to continue to support the newly hired bilingual teachers as well.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 108</p>
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>	<p>Nov November Evidence of Progress</p>  <p>We met proficient or above on two of the three strategies at from Aug. - Nov. Sentence Stems - 50% Flexible Grouping - 84% Visuals - 94%</p> <p>Jan January Evidence of Progress</p>  <p>We met proficient or above on one of the three strategies at from Dec. - Jan. Sentence Stems - 63% Flexible Grouping - 78% Visuals - 87%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>	<div data-bbox="1276 467 2024 662"> <p>Nov November Evidence of Progress</p>  25% <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> </div> <div data-bbox="1276 678 2024 987"> <p>Jan January Evidence of Progress</p>  35% <p>Two formal walkthroughs in reading were conducted in for Dec. - Jan. by administrators during resource (small group) support. Informal walkthroughs were conducted during inclusion (in class) support to help improve teacher co-teaching opportunities. A third special education teacher was needed but not able to hire due unqualified applicants. New special education teacher started in the last week of Jan. to help facilitate case load.</p> </div> <div data-bbox="1276 1003 2024 1052"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1276 1068 2024 1117"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1154 659 1198">  No Progress </div> <div data-bbox="764 1154 980 1198">  Accomplished </div> <div data-bbox="1079 1154 1331 1198">  Continue/Modify </div> <div data-bbox="1436 1154 1625 1198">  Discontinue </div> </div>	



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>Planning for the next parent engagement event is on going to help parents support students at home in both reading and math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 110</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. Lesson Frame - 89% Power Zone - 94% Recognize & Reinforce - 85% Frequent Small Group Purposeful Talk - 55% Critical Writing -59%</p> <p>Jan January Evidence of Progress</p>  <p>We met proficient or above on two of the five strategies at from Dec. - Jan. Lesson Frame - 67% Power Zone - 67% Recognize & Reinforce - 100% Frequent Small Group Purposeful Talk - 67% Critical Writing -100%</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>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 December - 2.6 lessons per/week (for two and a half weeks) January - 4.1 lessons per/week</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>	<div data-bbox="1276 467 2020 662"> <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> </div> <div data-bbox="1276 678 2020 987"> <p>Jan January Evidence of Progress</p>  <p>One formal walkthrough in math was conducted in for Dec. - Jan. by administrators during resource (small group) support. Informal walkthroughs were conducted during inclusion (in class) support to help improve teacher co-teaching opportunities. A third special education teacher was needed but not able to hire due unqualified applicants. New special education teacher started in the last week of Jan. to help facilitate case load.</p> </div> <div data-bbox="1276 1003 2020 1052"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1276 1068 2020 1117"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1156 661 1201">  No Progress </div> <div data-bbox="766 1156 982 1201">  Accomplished </div> <div data-bbox="1081 1156 1333 1201">  Continue/Modify </div> <div data-bbox="1438 1156 1627 1201">  Discontinue </div> </div>	







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

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

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

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</p> <p> 80% of teachers have been implementing the the 14 minset lessons as reported through the program. Three of the five teachers are implementing the lessons but have not reported their progress in the program and therefore can not track their progress. We will have these teachers record their progress to show proper usage on the following progress measure.</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>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Attendance percentages for the each month; September - 88% October - 92% November - 94%</p> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Attendance percentages for the each month; September - 88% October - 92% November - 94% December - 93% January - 88%</p> </div> <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>	






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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p>  <p>All new 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. Two new Texas State student teachers (in bilingual education) completed their student teaching semester and received a probationary contract to start in January 2022. 116</p> <p>Jan January Evidence of Progress</p>  <p>New teachers continue to be mentored on a weekly basis and participate in the monthly new teacher academies offered at the leadership level. Apart from their mentoring, new teachers also have coaching sessions with campus and district instructional coaches. New teachers will get to complete a survey to help inform our campus/district efforts in supporting new teachers.</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>Schoolwide and Targeted Assistance Title I 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>95% of dual language teachers (of grades K-3) participated in the dual language literacy presentation and programming discussion afterschool on January 11. The teachers completed a survey to determine areas of growth which helped inform the following professional development for dual language teachers for February 9th and 18th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 117</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>Schoolwide and Targeted Assistance Title I 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>100% K-3 teachers implemented the Dual Language Time and Treatment schedules (per grade level) at proficiency or above from Dec. - Jan.</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 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>Two new special education teachers were hired this year. The bilingual special education teacher started in August and the other teacher was hire in late January. Both teachers are assigned to a mentor. They have been provided with training (modeling) on developing IEPs, entering student data in the ESped program and demonstrated how to conduct an ARD. The most recent new hire will need additional support since she is new to the profession as well and we have created a plan to help her be successful.</p> <p>Mar March Evidence of Progress 118</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: Lever 5: Effective Instruction - Targeted Support Strategy</p>	<div data-bbox="1276 386 2022 532"> <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> </div> <div data-bbox="1276 540 2022 768"> <p>Jan January Evidence of Progress</p>  <p>All staff participated in the TAG (GT) presentation and were provided with the evidence/characteristics/behaviors of students who may can be tested for TAG this year. Mrs. Mulbry (TAG teacher) presented and answer questions. An emphasis to identify bilingual students was part of the discussion.</p> </div> <div data-bbox="1276 776 2022 816"> <p>Mar March Evidence of Progress 119</p> </div> <div data-bbox="1276 849 2022 889"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 927 659 976">  No Progress </div> <div data-bbox="762 927 978 976">  Accomplished </div> <div data-bbox="1079 927 1329 976">  Continue/Modify </div> <div data-bbox="1432 927 1627 976">  Discontinue </div> </div>	

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>Schoolwide and Targeted Assistance Title I 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>Sentence Stems are being used in classrooms k-5. Walkthrough data shows 29.5% accomplished 9.1% distinguished 29.5% proficient 12.9% developing 15.9% improv needed</p> <p>Mar March Evidence of Progress</p> <p>Sentence Stems are being used in classrooms k-5. Walkthrough data shows accomplished distinguished 124 proficient developing improv needed</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>Schoolwide and Targeted Assistance Title I 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> Independent reading times are set for K-5 grades. Words read through AR are: 41,835,299.</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>Schoolwide and Targeted Assistance Title I 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 125 4th grade- 82% mastered skill 4.4A 5th grade- 73% mastered skill 5.7 D</p> <p>Jan January Evidence of Progress</p> <p> Evidence of learning data for PLC cycle 1 Kindergarten -80% mastered skill 1st grade- 95% mastered skill 1.2bii 2nd grade- 75% mastered skill -2.3B 3rd grade- 67% mastered skill 3.3B 4th grade- 88% mastered skill 4.4A 5th grade- 73% mastered skill 5.7 D</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 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> FSGPT goal is 40%- 67.7% usage Critical writing goal is 15%- 70.9% usage</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>Schoolwide and Targeted Assistance Title I 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% 126 meets-44% 56% masters 18% 39%</p> <p>Jan January Evidence of Progress</p> <p> 4th CBA 3 app-69.32% meets 40.91% masters 27.27% 5th CBA 3 app-60.26% meets 34.62% masters 19.23%</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>Schoolwide and Targeted Assistance Title I 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;">November Evidence of Progress</div> <div style="display: flex; align-items: center;">  <div> <p>Nov</p> <p>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</p> </div> </div> <div style="text-align: right;">January Evidence of Progress 127</div> <div style="display: flex; align-items: center;">  <div> <p>Jan</p> <p>Kinder- goal 100 words- 25/100 1st-100 words- 35/100 2nd- 200 words 50/100 3rd-300 words 120/300 4th-400 words 330/400 5th-500 words 300/500</p> </div> </div> <div style="text-align: right;">March Evidence of Progress</div> <div style="text-align: right;">June Evidence of Progress</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	





Goal 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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov November Evidence of Progress  2-5th grade Math Ren Learn growth is 50.5%</p> <p>Jan January Evidence of Progress  2 - 5 grade Math Ren Learn growth is 58%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">128</p>

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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov November Evidence of Progress</p> <p> Kinder average lessons per week- 5.8 lessons/wk 1st average lessons per week- 7.1 lessons/wk</p> <p>Jan January Evidence of Progress</p> <p> Kinder average lessons per week- 4.4 1st average lessons per week- 5.4</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov November Evidence of Progress</p> <p> 2-5th grade Math Ren Learn growth is 50.5% 129</p> <p>Jan January Evidence of Progress</p> <p> 2-5 grade Math Ren Learn growth is: 2nd- 45% met 1.5 goal 3rd- 52% 4th- 73% 5th- 57% Overall, 58% have met 1.5 years of growth</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov 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> <p>Jan January Evidence of Progress</p> <p> 4th CBA3 app -70.45% meets- 53.41% masters- 36.36%</p> <p>5th CBA3 app-71.43% meets-34.52% masters-16.67%</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







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>Schoolwide and Targeted Assistance Title I 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 data-bbox="1276 467 1984 597"> <p>Nov November Evidence of Progress</p>  20% <p>During Math instruction 46.3% of students are using manipulatives.</p> </div> <div data-bbox="1276 625 1984 755"> <p>Jan January Evidence of Progress</p>  40% <p>During Math instruction 43.4% of students are using manipulatives.</p> </div> <div data-bbox="1276 779 1984 820"> <p>Mar March Evidence of Progress 131</p> </div> <div data-bbox="1276 852 1984 893"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 925 661 974">  No Progress </div> <div data-bbox="756 925 976 974">  Accomplished </div> <div data-bbox="1071 925 1333 974">  Continue/Modify </div> <div data-bbox="1428 925 1627 974">  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>Schoolwide and Targeted Assistance Title I 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</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  Literacy night on Sept 9, 2021- 150 families were in attendance and childcare provided for 12 kids.</p> <p>Jan January Evidence of Progress  Holiday Night was a huge success. 211 families in attendance in December. Science night to be held on Feb. 15 - family nights were post poned due to covid.</p> <p>Mar March Evidence of Progress 132</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>Schoolwide and Targeted Assistance Title I 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 style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Due to Thanksgiving meal shortages, we were unable to provide a meal in November. We did provide food at fall fest (Oct. 29)</p> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>We have a family engagement and dinner planned for the Spring (April 6).</p> </div> <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>	



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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 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>Schoolwide and Targeted Assistance Title I 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  Students are participating in community circles and practicing goal setting in 100% of classrooms. All classrooms have a calm down cubbie (grant funded) and teachers have reported that students are using them 1-3 times a week. 134</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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>Schoolwide and Targeted Assistance Title I 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 data-bbox="1276 428 2028 846"> <p>Nov November Evidence of Progress Only 11 disciplinary referrals have been written.</p>  <p>Jan January Evidence of Progress 100% of all classrooms were visited in January for guidance counselor lesson on empathy and kindness.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 135</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 889 659 932">  No Progress </div> <div data-bbox="764 889 980 932">  Accomplished </div> <div data-bbox="1079 889 1331 932">  Continue/Modify </div> <div data-bbox="1436 889 1625 932">  Discontinue </div> </div>	







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

Performance Objective 3: 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! Strategy's Expected Result/Impact: Students who come to school everyday will show an increase in academic goals. Staff Responsible for Monitoring: teachers, counselor</p> <p>Schoolwide and Targeted Assistance Title I 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  Our cumulative attendance percentage for the year is 91.06%.</p> <p>Jan January Evidence of Progress  Our cumulative attendance percentage for the year is 90.52%.</p> <p>Mar March Evidence of Progress 136</p> <p>June June Evidence of Progress</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>Schoolwide and Targeted Assistance Title I 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 446 2028 868"> <p>Nov November Evidence of Progress  Our cumulative attendance percentage for the year is 91.06%.</p> <p>Jan January Evidence of Progress  All grade levels have a Fun Friday experiment and Mondays are "hands on new learning." Our cumulative attendance percentage for the year is 90.52%.</p> <p>Mar March Evidence of Progress 137</p> <p>June June Evidence of Progress</p> </div>
<div data-bbox="462 909 1638 958">  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: 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>Schoolwide and Targeted Assistance Title I 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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <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> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p>  <p>Campus admin had new teacher support meeting December Supported- 96% More opportunities to observe others-88% (due to issues with sub shortage, this opportunity was postponed until Feb.)</p> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> </div> <div> <p>June June Evidence of Progress</p> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>Schoolwide and Targeted Assistance Title I 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> 15% 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> 50% 100% of teachers have had a goal setting conference with an administrator to set goals for coaching cycles. 91% have had TTESS observations with post conferences.</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>Schoolwide and Targeted Assistance Title I 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> 40% Average 3-4 daily shout outs during morning announcements. 22/65 staff members have been recognized by a peer during Wed faculty meetings. 139</p> <p>Jan January Evidence of Progress</p> <p> 50% Average 3-4 daily shout outs during morning announcements. 28/65 staff members have been recognized by a peer during Wed faculty meetings.</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  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  On going collaboration with TXST US prep, Laura Lee Stroud , Minda Lopez, Katie Peterson and admin meet twice a month on Fridays from 9-10am. 2 rounds of TXST walkthroughs have been conducted on campus with feedback.</p> <p>Mar March Evidence of Progress</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  Distributive Leadership playbook created and implemented in October. Teachers are holding 140 themselves accountable.</p> <p>Jan January Evidence of Progress  Distributive Leadership playbook created and implemented in October. Teachers are holding themselves accountable by identifying their individual roles on campus. 5 out of 35 teachers have been identified as high potentials and have taken on more leadership responsibility to add to their playbook.</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 After the 2nd 9-weeks, 85% of Pre-K students are 44 Set or Go</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 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</p>  <p>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>All students enrolled in Pre-K were assessed at the second nine-week grading period. Students are on target to be kindergarten-ready. There is a significant increase compared to last year's 70%. Pre-K students are currently at 79% in Emergent Literacy.</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 ¹⁴⁵</p> <p>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>We are making significant progress in meeting this goal Reading</p> <p>PZ 98% at Proficient and above R&R 90% Proficient and above FGSPT 67% at Proficient and above LF 98% at Proficient and above CW 50% at Proficient and above</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 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> 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 questions or concerns to the next training sessions. Additional training may be brought in based on teacher feedback.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p style="text-align: right;">146</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>	<div data-bbox="1276 256 2007 451"> <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 which some teachers are receiving coaching on.</p> </div> <div data-bbox="1276 472 2007 691"> <p>Jan January Evidence of Progress</p>  <p>Teachers received the first round of training in August 2021. Additional discussions are happening during PLCs. During the last two weeks, I observed every teacher working with a small group. In F5 walkthroughs I have observed 42% flexible grouping out of 227 walkthroughs.</p> </div> <div data-bbox="1276 712 2007 743"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1276 784 2007 815"> <p>June June Evidence of Progress 147</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 857 659 906">  No Progress </div> <div data-bbox="764 857 980 906">  Accomplished </div> <div data-bbox="1079 857 1331 906">  Continue/Modify </div> <div data-bbox="1436 857 1625 906">  Discontinue </div> </div>	







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>	<div data-bbox="1297 363 1352 391">Nov</div> <div data-bbox="1276 396 1373 496">  </div> <div data-bbox="1528 363 1898 391">November Evidence of Progress</div> <div data-bbox="1411 396 2018 548"> <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> </div> <div data-bbox="1297 574 1352 602">Jan</div> <div data-bbox="1276 607 1373 708">  </div> <div data-bbox="1541 574 1885 602">January Evidence of Progress</div> <div data-bbox="1411 607 2018 789"> <p>We are making significant gains in the RSK math skills. After the second grading period, we are at 87%%. Teachers are using sentence stems a lot more in math. Since adding sentence stems to the fundamental 5 walkthrough form teachers are at 38% proficient, and 78% total observed.</p> </div> <div data-bbox="1297 815 1352 842">Mar</div> <div data-bbox="1549 815 1877 842">March Evidence of Progress</div> <div data-bbox="1936 789 1990 816">148</div> <div data-bbox="1297 889 1352 917">June</div> <div data-bbox="1562 889 1864 917">June Evidence of Progress</div>



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> All students enrolled in Pre-K were assessed at the second nine-week grading period on the RSK math skills, 223 students were assessed. Students are on target to be kindergarten-ready at 87% mastery.</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 WT¹⁴⁹s)</p> <p>Jan January Evidence of Progress</p> <p> During the second semester, I was more intentional in making sure to observe math instruction compared to literacy. Our Fundamental 5 data in math is currently PZ 91; RR 92%; FSGPT 57%; LF 99%; CW 52% (70 WT¹⁴⁹s)</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  All Pre-K students who were enrolled were assessed at the six-week grading periods.</p> <p>Jan January Evidence of Progress  All Pre-K students who were enrolled were assessed at the six-week grading period and at the nine-week grading period.</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>	<p>Nov 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 January 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. On our Math Family Night in December parents were able to attend face to face. Teachers are expected to contact at least 5 parents weekly.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 2 Details	Reviews
<p>Strategy 2: Students will be 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>	<div data-bbox="1297 121 1354 149" data-label="Text">Nov</div> <div data-bbox="1276 159 1375 256" data-label="Figure"> <p>A circular progress indicator showing 50% completion. The circle is green with a white center, and the number '50%' is written in white inside the green portion.</p> </div> <div data-bbox="1528 121 1900 149" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1411 159 2005 462" data-label="Text"> <p>Some progress has been made since the beginning of the year. We have gone from 80+ percent 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> </div> <div data-bbox="1297 487 1354 514" data-label="Text">Jan</div> <div data-bbox="1276 524 1375 621" data-label="Figure"> <p>A circular progress indicator showing 70% completion. The circle is green with a white center, and the number '70%' is written in white inside the green portion.</p> </div> <div data-bbox="1543 487 1890 514" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1411 524 2005 857" data-label="Text"> <p>Attendance has declined since the beginning of the year. We have gone from 91+ percent to 83%. 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. We started attendance incentives during the second semester. Students are rewarded individually and as a class for having good attendance. Students with perfect attendance for the nine weeks received a certificate, a Whataburger coupon, and an attendance pencil.</p> </div> <div data-bbox="1297 881 1354 909" data-label="Text">Mar</div> <div data-bbox="1554 881 1879 909" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1297 954 1354 982" data-label="Text">June</div> <div data-bbox="1564 954 1869 982" data-label="Section-Header">June Evidence of Progress</div>





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 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>Weekly options are sent out to the staff with 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>Mar March Evidence of Progress 153</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>	<div data-bbox="1276 240 2022 435"> <p>Nov 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> </div> <div data-bbox="1276 451 2022 735"> <p>Jan January Evidence of Progress</p>  <p>Teachers are recognized weekly in PLC meetings. All staff is recognized on the campus shout-out board in the main hallway. Carver staff is recognized on social media and during announcements. Staff is recognized by both admin and their colleagues for displaying any of the LISD Values. Staff members are nominated for being a LOCKSTAR by their peers and admin for demonstrating an LISD value.</p> </div> <div data-bbox="1276 751 2022 816"> <p>Mar March Evidence of Progress 154</p> </div> <div data-bbox="1276 833 2022 865"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 898 659 945">  No Progress </div> <div data-bbox="762 898 978 945">  Accomplished </div> <div data-bbox="1077 898 1331 945">  Continue/Modify </div> <div data-bbox="1434 898 1625 945">  Discontinue </div> </div>	








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>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. Staff completed the seventh training on the Powers of 155 Resiliency</p> <p>Mar March Evidence of Progress</p>  <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: During walk-throughs the appraiser will be intentional in looking for examples of the use of Conscious Discipline being used in the classroom.</p> <p>Strategy's Expected Result/Impact: Create a positive school climate that will lead to increased teaching time that leads to academic success, and a decrease in behavioral issues.</p> <p>Staff Responsible for Monitoring: Principal, and Teachers</p>	<p>Nov November Evidence of Progress  We are currently at 46.7% CD observed during walk-throughs.</p> <p>Jan January Evidence of Progress  We are currently at 49% CD being observed during walk-throughs.</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  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 156 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  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>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> 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. Activities and information that parents can do at home to support the child at home are sent out weekly.</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</p> <p> 50% of teachers have received their first coaching cycle meeting.</p> <p>Jan January Evidence of Progress</p> <p> 100% of teachers have received their first coaching cycle meeting.</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</p> <p> This process will begin in January 2022. All teachers will conduct a peer walk-through on at least one teacher for 15 minutes.</p> <p>Jan January Evidence of Progress</p> <p> Teachers have been able to observe at least two teachers' instruction during the second semester.</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue 158 </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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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
<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>Schoolwide and Targeted Assistance Title I 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>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> <p>Jan January Evidence of Progress</p>  <p>78% of students are able to identify 12 uppercase/lowercase letters.</p> <p>ISIP Tier 1 Letter Knowledge: 54% 69% students met 1.5 goal</p> <p>CFE Walkthrough Data: 35% Distinguished or Accomplished using Sentence Stems 54% Distinguished or Accomplished using Visuals 71% Distinguished or Accomplished using Flexible Grouping</p> <p>Mar March Evidence of Progress 163</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>Schoolwide and Targeted Assistance Title I 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>87% of students are able to decode and spell CVC words.</p> <p>January ISIP: Tier 1-43% 58% of 1st grade students met 1.5 goal</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews 164
<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>Schoolwide and Targeted Assistance Title I 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 for Spelling 34% 2nd grade is at 13% for accomplished + on sentence stems</p> <p>Jan January Evidence of Progress</p>  <p>Tier 1 Spelling 32% 67% of 2nd grade students have reached their 1.5 goal</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>Schoolwide and Targeted Assistance Title I 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> Tier 1 in Spelling 53% 68% of 3rd grade students have reached their 1.5 goal. 3rd grade is at % Accomplished+ for sentence stems</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>Schoolwide and Targeted Assistance Title I 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 165</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> Tier 1 for Text Fluency 60% 59 % of 4th grade students met their 1.5 goal</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>Schoolwide and Targeted Assistance Title I 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</p> <p> 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> 5.6F 56% of students were able to make inferences</p> <p>65% of 5th grade students have reached their 1.5 goal.</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>Schoolwide and Targeted Assistance Title I 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> 17/19 students increased by at least 1 STAR level-89%</p> <p>Jan January Evidence of Progress</p> <p> 18/19 students increased by at least 1 STAR level-95%</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>Schoolwide and Targeted Assistance Title I 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 data-bbox="1297 386 2011 604"> <p>Nov November Evidence of Progress</p>  <p>39% of 4th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2</p> <p>64% of 5th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2</p> </div> <div data-bbox="1297 626 2011 756"> <p>Jan January Evidence of Progress</p>  </div> <div data-bbox="1297 779 2011 909"> <p>Mar March Evidence of Progress 167</p>  </div> <div data-bbox="1297 932 2011 964"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1010 659 1052">  No Progress </div> <div data-bbox="764 1010 978 1052">  Accomplished </div> <div data-bbox="1079 1010 1331 1052">  Continue/Modify </div> <div data-bbox="1436 1010 1625 1052">  Discontinue </div> </div>	





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>Schoolwide and Targeted Assistance Title I 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  86% of kindergarten students are able to count to 25</p> <p>Jan January Evidence of Progress  64% of Kindergarten students are able to count to 50 168</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 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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 56% of students are able to skip count by 10 to 120 forward and backwards</p> <p>Jan January Evidence of Progress</p> <p> 58% of students are able to skip count by 10 and 5 to 120.</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 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>Schoolwide and Targeted Assistance Title I 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> 4% of students mastered at least 80% of the addition and subtraction facts 169</p> <p>49% of students met their RenMath 1.5 goal</p> <p>Jan January Evidence of Progress</p> <p> 35% of students mastered at least 80% of the addition and subtraction facts</p> <p>46% of students met their RenMath 1.5 goal</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 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>Schoolwide and Targeted Assistance Title I 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> 13% of students have mastered at least 80% of their multiplication and division facts</p> <p>59% of students met their RenMath 1.5 goal</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>Schoolwide and Targeted Assistance Title I 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 170</p> <p> 54% of 4th grade students were able to relate decimals to fractions 4.2G</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> 91% of 4th grade students were approaches for 4.2G 75% of 4th grade students were meets for 4.2G, 44% of 4th grade students were masters for 4.2G.</p> <p>56% of students met their RenMath 1.5 goal</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>Schoolwide and Targeted Assistance Title I 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> 5.3K 75% of students were able to add and subtract positive rational numbers</p> <p>69% of students met their RenMath 1.5 goal</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>Schoolwide and Targeted Assistance Title I 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; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>55%</p> </div> <div style="text-align: right;"> <p>November Evidence of Progress</p> <p>17/19 students increased by at least 1 STAR level-89%</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>75%</p> </div> <div style="text-align: right;"> <p>January Evidence of Progress</p> <p>18/19 students increased by at least 1 STAR level-95%</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> <p>172</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>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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>Schoolwide and Targeted Assistance Title I 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 173  As of 3/1/22, current ADA is 90% for the 21-22 school year.</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>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	<div style="text-align: right;">175</div> <p>Nov November Evidence of Progress</p>  <p>Family Participation Percentages by Grade Level</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>Family Participation Percentages by Grade Level</p> <ul style="list-style-type: none"> Kindergarten 91% 1st 78% 2nd 92% 3rd 81% 4th 90% 5th 95% FL: 49% <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

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>Schoolwide and Targeted Assistance Title I 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>	



Nov



November Evidence of Progress

All 3rd, 4th and 5th grade students were surveyed at beginning of the year. Results indicate that:

75% of students surveyed feel connected to an adult at school.

69% of students surveyed agree or strongly agree that they feel safe at school.

65% of students surveyed agree or strongly agree that they have enough opportunities to move their body during the school day.

Jan



January Evidence of Progress

All 3rd, 4th and 5th grade students were surveyed at middle of the year. Results indicate that:

76% of students surveyed feel connected to an adult at school.

67% of students surveyed agree or strongly agree that they feel safe at school.

64% of students surveyed agree or strongly agree that they have enough opportunities to move their body during the school day.

178


Mar


March Evidence of Progress

June

June Evidence of Progress

 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 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>Schoolwide and Targeted Assistance Title I 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 style="text-align: right;">179</p> <p>Nov November Evidence of Progress</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> 100% of US Prep/Texas State residents and 83% of professionals have facilitated in a teacher-led professional development session.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: 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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	<div style="text-align: right;"> <p>Nov November Evidence of Progress</p>  51 students (11%) have conducted a student-led conference this year. 180 </div> <div style="text-align: right;"> <p>Jan January Evidence of Progress</p>  47% of CFE have conducted a student-led conference this year. </div> <div style="text-align: right;"> <p>Mar March Evidence of Progress</p> </div> <div style="text-align: right;"> <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>	

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>Schoolwide and Targeted Assistance Title I 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. 181</p> <p>Jan January Evidence of Progress</p> <p> 90% of teachers surveyed report a satisfaction rate related to professional growth and improvement opportunities.</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
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>All K-2 general education teachers have attended and completed 10 of 12 TEA Reading Academy modules and are implementing STR strategies in their classrooms. All grade levels have had Guided Reading training and coaching from LISD Instructional Coaches and are implementing Guided Reading with consistency and fidelity. As of January</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> 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. In January, we completed the 4th Cycle of Navarro PLC Protocol.</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>	<div data-bbox="1297 126 1352 151" data-label="Text">Nov</div> <div data-bbox="1276 159 1373 256" data-label="Figure"> </div> <div data-bbox="1528 126 1902 151" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1413 164 1976 248" data-label="Text"> <p>November campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies</p> </div> <div data-bbox="1413 285 1688 375" data-label="List-Group"> <ul style="list-style-type: none"> Sentence Stems- 58% Visual Word Walls- 89% Flexible Grouping- 63% </div> <div data-bbox="1413 407 1976 464" data-label="Text"> <p>Our goal is to see these percentages increase to over 70%</p> </div> <div data-bbox="1297 488 1352 513" data-label="Text">Jan</div> <div data-bbox="1276 521 1373 618" data-label="Figure"> </div> <div data-bbox="1545 488 1890 513" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1413 526 2007 610" data-label="Text"> <p>January campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies</p> </div> <div data-bbox="1413 647 1688 737" data-label="List-Group"> <ul style="list-style-type: none"> Sentence Stems- 62% Visual Word Walls- 90% Flexible Grouping- 67% </div> <div data-bbox="1413 769 2007 812" data-label="Text"> <p>Our goal is to see all percentages increase to over 70%</p> </div> <div data-bbox="1297 820 1352 844" data-label="Text">Mar</div> <div data-bbox="1556 820 1881 844" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1297 894 1352 919" data-label="Text">June</div> <div data-bbox="1566 894 1871 919" data-label="Section-Header">June Evidence of Progress</div>



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> Navarro completed accelerated learning plans for grades 4-5 in Reading in December. Students continue to receive 30 minutes daily of targeted skill focused intervention.</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>	<div data-bbox="1276 386 2028 698"> <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> <ul style="list-style-type: none"> Lesson Frame- 95% Power Zone-81% Recognize & Reinforce- 92% FSGPT-74% Writing Critically-62% </div> <div data-bbox="1276 717 2028 1029"> <p>Jan January Evidence of Progress</p>  <p>January campus walkthrough data shows the following percentages at proficient or higher for the 189 corresponding components of the Fundamental 5.</p> <ul style="list-style-type: none"> Lesson Frame- 95% Power Zone-90% Recognize & Reinforce- 91% FSGPT-82% Writing Critically-55% </div> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1198 661 1247">  No Progress </div> <div data-bbox="764 1198 980 1247">  Accomplished </div> <div data-bbox="1079 1198 1331 1247">  Continue/Modify </div> <div data-bbox="1434 1198 1629 1247">  Discontinue </div> </div>	





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 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>Jan January Evidence of Progress</p> <p> Navarro implemented accelerated learning plans for grades 4-5 in Math 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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 190</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 November Evidence of Progress</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>Jan January Evidence of Progress</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>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

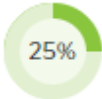





Strategy 3 Details	Reviews
<p>Strategy 3: Navarro will focus on 3 specific differentiation strategies, flexible grouping, sentence stems, and visual word walls, to meet the needs of the variety of learners in our classrooms.</p> <p>Strategy's Expected Result/Impact: Students will receive a broader range of instructional strategies to address the wide array of learning styles and abilities, resulting in greater content mastery and higher outcomes in math.</p> <p>Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	<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%</p> <p>Our goal is to see these percentages increase to over 70%</p> <p>Jan January Evidence of Progress</p>  <p>January campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies</p> <p>Sentence Stems- 62% Visual Word Walls- 90% Flexible Grouping- 67%</p> <p>Our goal is to see all percentages increase to over ^{70%}₁₉₂</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: 70% of the students who failed STAAR Math in previous year would meet the Approaches Grade Level student performance</p>	<p>Nov November Evidence of Progress</p>  <p>Navarro will implement accelerated learning plans for grades 4-5 in Math in the spring semester. Students will receive 30 mins a day accelerated learning in math M-F</p> <p>Jan January Evidence of Progress</p>  <p>Navarro implemented accelerated learning plans for grades 4-5 in Math 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>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>	<div data-bbox="1276 386 2011 698"> <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> <ul style="list-style-type: none"> Lesson Frame- 95% Power Zone-81% Recognize & Reinforce- 92% FSGPT-74% Writing Critically-62% </div> <div data-bbox="1276 717 2011 1029"> <p>Jan January Evidence of Progress</p>  <p>January campus walkthrough data shows the following percentages at proficient or higher for the 193 corresponding components of the Fundamental 5.</p> <ul style="list-style-type: none"> Lesson Frame- 95% Power Zone-90% Recognize & Reinforce- 91% FSGPT-82% Writing Critically-55% </div> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1198 659 1247">  No Progress </div> <div data-bbox="764 1198 978 1247">  Accomplished </div> <div data-bbox="1079 1198 1331 1247">  Continue/Modify </div> <div data-bbox="1436 1198 1625 1247">  Discontinue </div> </div>	

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>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> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>The Navarro writing committee continues to meet monthly to discuss goals, themes, and development of campus wide writing rubric. The rubric is has been completed and all staff will be trained on implementation at February faculty meeting.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> </div> <div> <p>June June Evidence of Progress</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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>	<div data-bbox="1297 553 1373 683"> <p>Nov</p>  </div> <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. 195</p> <div data-bbox="1297 824 1373 954"> <p>Jan</p>  </div> <p>January 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>Mar</p> <p>March Evidence of Progress</p> <p>June</p> <p>June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1242 659 1287">  No Progress </div> <div data-bbox="764 1242 980 1287">  Accomplished </div> <div data-bbox="1079 1242 1331 1287">  Continue/Modify </div> <div data-bbox="1436 1242 1625 1287">  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: 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>	<p>Nov November Evidence of Progress  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 January Evidence of Progress  As of January, Navarro faculty has completed the first 6 chapters of "Hacking School Discipline" and have book study discussions at monthly faculty meetings. 196</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 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>	<p>Nov 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 January Evidence of Progress</p> <p> January was a difficult month for attendance due to a surge in COVID cases district and county wide. Navarro attendance committee developed monthly themes for the remaining months of this school year to encourage and incentivize daily attendance.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: 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.</p> <p>Jan January Evidence of Progress</p> <p> As of January, guided reading is happening across all grade levels with consistency and fidelity.</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>	<p>Nov November Evidence of Progress</p> <p> 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.</p> <p>Jan January Evidence of Progress</p> <p> As of January, Navarro administrators have conducted 377 campus walkthroughs on teachers. Each walkthrough provides teachers with a copy of LISD 199 walkthrough rubric ratings and a detailed section for comments and feedback. In addition to campus walkthroughs, we continue to facilitate weekly PLC meetings on Thursdays where a clear instructional focus is determined, discussed and reviewed. Campus administrators also began attending team planning meetings in January and will continue to do so throughout the remainder of this academic year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p>  <p>As of November, 16 of 36 teachers have participated in one coaching cycle focused on instructional observations form campus walkthroughs.</p> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p>  <p>As of January, all 36 Navarro teachers have participated in one coaching cycle focused on instructional observations form campus walkthroughs.</p> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> </div> <div> <p>June June Evidence of Progress</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">200</div>	

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

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

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

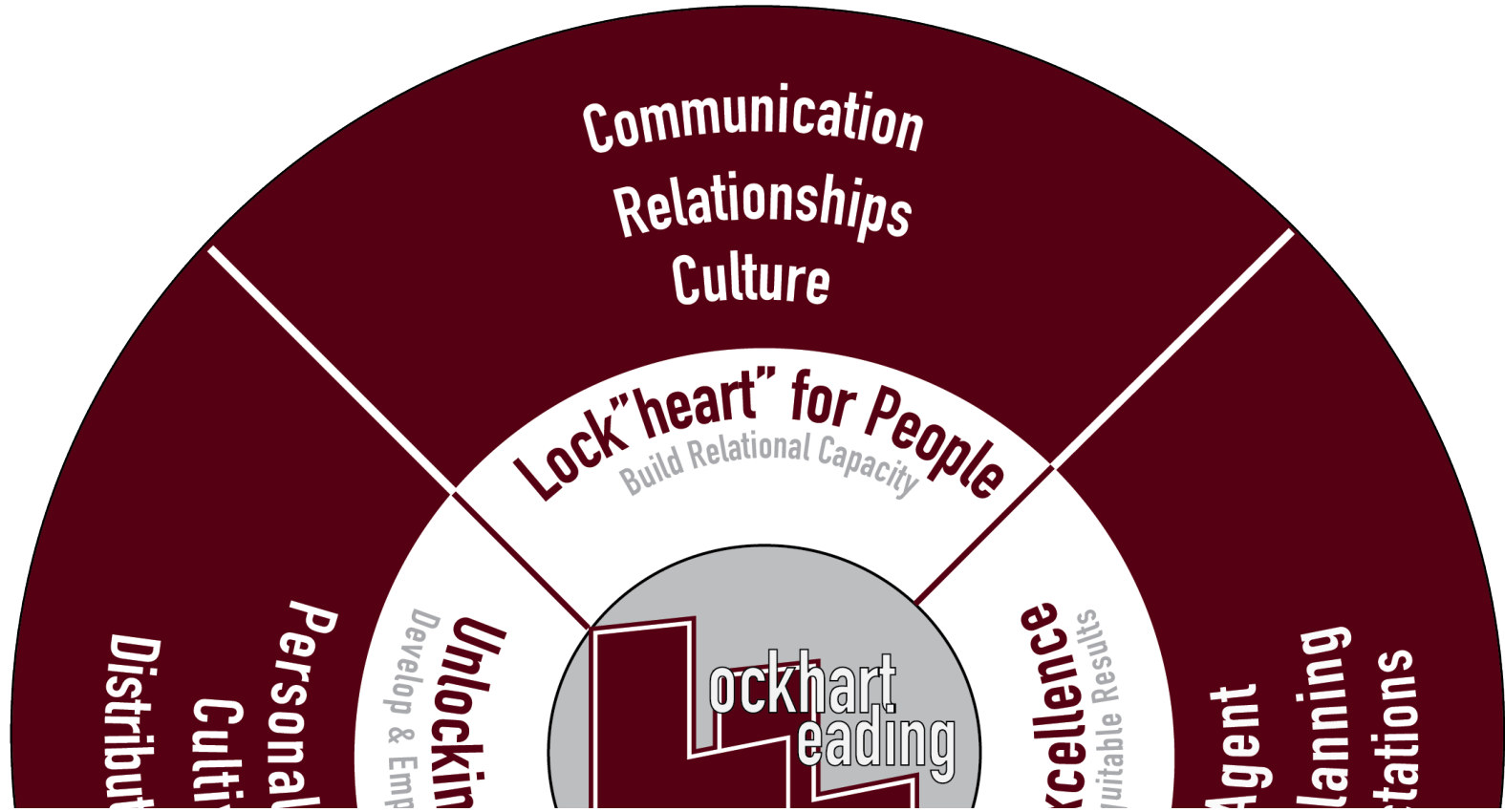
Strategy 1 Details	Reviews
<p>Strategy 1: Navarro administration will identify high potential staff members to participate in LISD Instructional Leadership Academy and take a larger role campus distributive leadership opportunities</p> <p>Strategy's Expected Result/Impact: Navarro teacher leaders will have an increased role in campus leadership opportunities, creating a stronger culture of distributive leadership.</p> <p>Staff Responsible for Monitoring: Miller, Gibson, Teacher Leaders</p>	<div data-bbox="1297 261 2011 695"> <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.)</p> <p>Though our campus leadership team and campus 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> </div> <div data-bbox="1297 719 2011 1149"> <p>Jan January 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.)</p> <p>Though our campus leadership team and campus 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> </div> <div data-bbox="1297 1174 2011 1203"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1297 1247 2011 1276"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1320 659 1365">  No Progress </div> <div data-bbox="764 1320 980 1365">  Accomplished </div> <div data-bbox="1079 1320 1331 1365">  Continue/Modify </div> <div data-bbox="1436 1320 1625 1365">  Discontinue </div> </div>	

Lockhart Independent School District

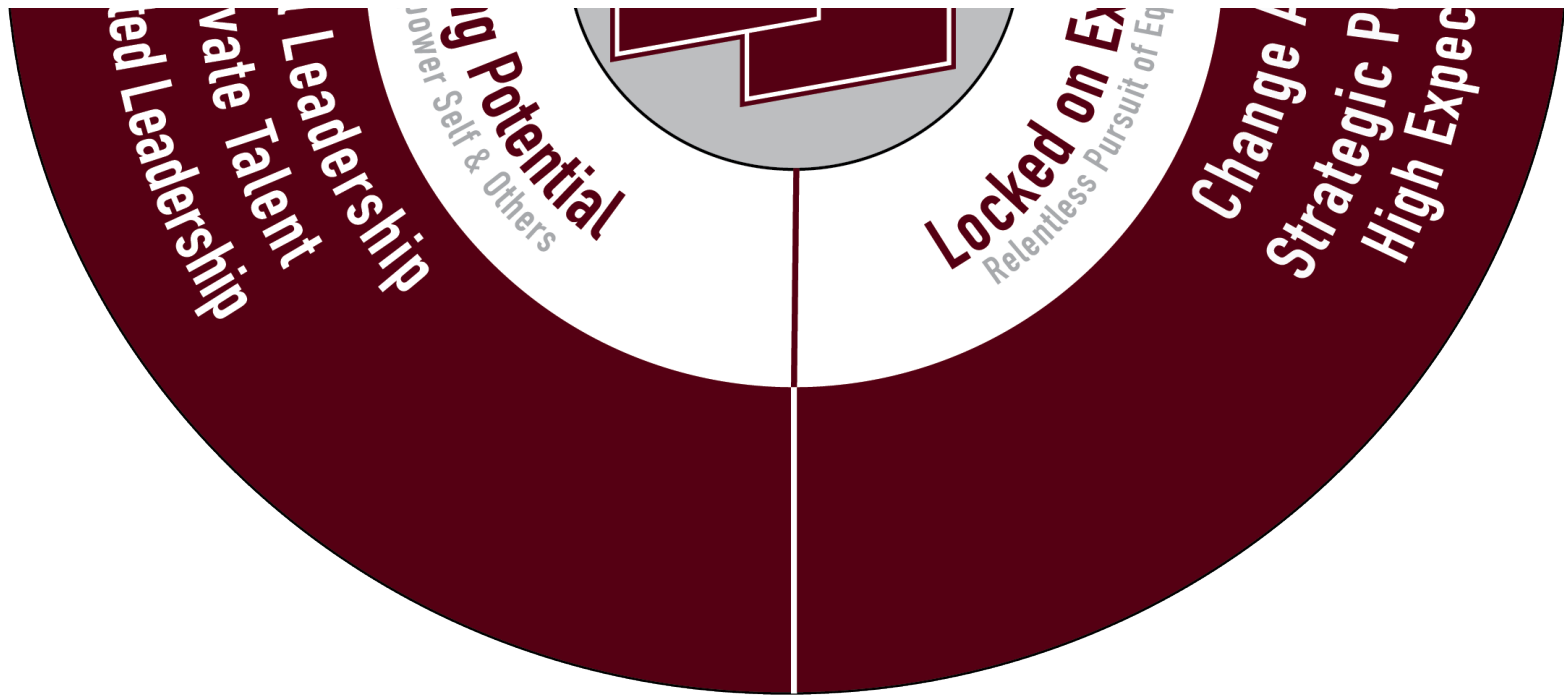
Plum Creek Elementary

2021-2022 Formative Review with Notes

Accountability Rating: Not Rated: Declared State of Disaster



203



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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Goals 5

Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results. 5

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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. 16



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>Schoolwide and Targeted Assistance Title I 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> 42% of Kinder students are able to identify all uppercase and lowercase letters.</p> <p>Jan January Evidence of Progress</p> <p> 51% of Kinder students are able to identify all uppercase and lowercase letters. 207</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>Schoolwide and Targeted Assistance Title I 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> All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed two cycles and are in their third PLC cycle focused on reading and math TEKS.</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>Schoolwide and Targeted Assistance Title I 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% ^{73%} ₂₀₈.</p> <p>Jan January Evidence of Progress</p> <p> At the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%.</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>Schoolwide and Targeted Assistance Title I 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</p> <p> As of January 2022, 71% of students met their 1.5 goal. Word count total is 83,984,450 with 11 students having one million words.</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>Schoolwide and Targeted Assistance Title I 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 209</p> <p> All 4th and 5th grade students completed the required 30 hours of HB4545 time for reading. 5th grade completed the required 30 hours of HB4545.</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</p> <p>Monitoring Tools: Evidence of Learning/Callibration: Speaking/Writing Center</p> <p>Schoolwide and Targeted Assistance Title I 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>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>All 3rd - 5th grade bilingual/ESL students complete a TELPAS center 3 times per week. Students are using the K-12 Summit program atleast 1 time per week.</p> </div> <p>Mar March Evidence of Progress 210</p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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>Schoolwide and Targeted Assistance Title I 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 in math.</p> <p>Jan January Evidence of Progress</p> <p> As of November 2021, 60% of students met their 1.5 goal in math.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">211</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>Schoolwide and Targeted Assistance Title I 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> 100% of students in grades 1-5 complete a daily critical writing math activity.</p> <p>Jan January Evidence of Progress</p> <p> 92% of students in grades 1-5 complete a daily critical writing math activity. At the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%.</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>Schoolwide and Targeted Assistance Title I 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> All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed two cycles and are in their third PLC cycle focused on reading and math TEKS.</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>Schoolwide and Targeted Assistance Title I 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;">212</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> At the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%.</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>Schoolwide and Targeted Assistance Title I 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>All students are writing daily in multiple subjects. Writing samples were evaluated for progress in January from their beginning of the year writing. 81% of students made progress on their writing.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 213</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>Schoolwide and Targeted Assistance Title I 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</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>No writing across campus projects were conducted during December or January.</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>Schoolwide and Targeted Assistance Title I 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 2022 396">November Evidence of Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 396 1402 532">  </td> <td data-bbox="1402 396 2022 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> <th data-bbox="1249 532 1402 574">Jan</th> <th data-bbox="1402 532 2022 574">January Evidence of Progress</th> </tr> <tr> <td data-bbox="1249 574 1402 711">  </td> <td data-bbox="1402 574 2022 711"> 2-3 student numbers are called daily during morning announcements to share their writing with the principal. 214 students shared their writings with the principal as of January 2022. </td> </tr> <tr> <th data-bbox="1249 711 1402 753">Mar</th> <th data-bbox="1402 711 2022 753">March Evidence of Progress</th> </tr> <tr> <td data-bbox="1249 753 1402 852"> June </td> <td data-bbox="1402 753 2022 852"> June Evidence of Progress 214 </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		2-3 student numbers are called daily during morning announcements to share their writing with the principal. 214 students shared their writings with the principal as of January 2022.	Mar	March Evidence of Progress	June	June Evidence of Progress 214
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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.


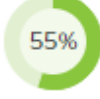




Performance Objective 1: Plum Creek will provide a positive, safe, and healthy learning environment for students and staff with opportunities for parents to be involved in the school community.

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 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>Jan January Evidence of Progress</p> <p> As of the end of January 2022, our campus attendance rate is 89.71%. We started two new attendance challenges in January.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 215</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>Schoolwide and Targeted Assistance Title I 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 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>Jan January Evidence of Progress</p> <p> 60% of students met the 1.5 goal in math as of January 2022. 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>Mar March Evidence of Progress</p> <p>June 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>Schoolwide and Targeted Assistance Title I 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> 100% of teachers are providing weekly 7 Mindset lessons on Mindset Monday. Counseling lessons are being conducted bi-weekly.</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>Schoolwide and Targeted Assistance Title I 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. 216</p> <p>Jan January 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 showed 93% of staff enjoy coming to work and feel good about the job they do.</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>Schoolwide and Targeted Assistance Title I 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> Attendance rate as of the end of January 2022 was 89.71%. Bi-weekly options given for teams/classes to go on walks in the park or visit the pond or complete fun tasks as a team for prizes.</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.</p> <p>Strategy's Expected Result/Impact: Staff retention rate will be >90%.</p> <p>Staff Responsible for Monitoring: Principal (Lead) Monitoring Tools: Newsletters, Google Form, Teacher Retention Data, Employee Engagement Survey</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> 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. 217</p> <p>Jan January Evidence of Progress</p> <p> 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>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.</p> <p>Staff Responsible for Monitoring: Family Engagement Committee & Specials Team Monitoring Tools: Parent Survey; Sign-in sheets</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> 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> As of January 2022, 296 parent/families have participated in 1 or more events. The participation has been low since November due to high COVID levels and campus restrictions.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 218</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>	<table border="0"> <tr> <td data-bbox="1297 375 1352 399">Nov</td> <td data-bbox="1530 375 1898 399">November Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 407 1373 505"></td> <td data-bbox="1413 407 2018 558">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.</td> <td></td> </tr> <tr> <td data-bbox="1297 586 1352 610">Jan</td> <td data-bbox="1541 586 1887 610">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 618 1373 716"></td> <td data-bbox="1413 618 2003 769">As of the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%. 100% of teachers received 2 or more coaching conferences.</td> <td></td> </tr> <tr> <td data-bbox="1297 794 1352 818">Mar</td> <td data-bbox="1551 794 1877 818">March Evidence of Progress</td> <td data-bbox="1934 794 1986 818">219</td> </tr> <tr> <td data-bbox="1297 870 1352 894">June</td> <td data-bbox="1562 870 1866 894">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			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.		Jan	January Evidence of Progress			As of the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%. 100% of teachers received 2 or more coaching conferences.		Mar	March Evidence of Progress	219	June	June Evidence of Progress	
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June	June Evidence of Progress																		

Strategy 2 Details	Reviews
<p>Strategy 2: New to Profession Teachers will receive instructional support throughout the year by district staff and mentors.</p> <p>Strategy's Expected Result/Impact: 100% of new to profession teachers will increase Fundamental 5 scores to proficient or higher. Increase new to profession staff retention rate to >90%.</p> <p>Staff Responsible for Monitoring: Principal (Lead) & Mentors Monitoring Tools: LISD Walkthrough Form & Teacher Retention Data</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<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>As of the end of January, we conducted 459 walkthroughs. LF: 91%, PZ: 96%, R&R: 75%, FSGPT: 50%, CW: 59%, SS: 53%, V: 85%, FG: 75%. 100% of teachers received 2 or more coaching conferences. New to the profession teachers are receiving on going training throughout the year from district.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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 ²²⁰</p>  <p>46% of staff have led a professional development session as of November 2021.</p> <p>Jan January Evidence of Progress</p>  <p>54% of staff have led a professional development session as of January 2022.</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>Schoolwide and Targeted Assistance Title I 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>	<div data-bbox="1276 342 2028 479"> <p>Nov November Evidence of Progress</p>  <p>84% of students are monitoring their goals. No student led conferences have taken place as of November 2021.</p> </div> <div data-bbox="1276 500 2028 636"> <p>Jan January Evidence of Progress</p>  <p>88% of students are monitoring their goals. Student led conferences will take place in May.</p> </div> <div data-bbox="1276 657 2028 690"> <p>Mar March Evidence of Progress</p> </div> <div data-bbox="1276 727 2028 760"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 803 661 849">  No Progress </div> <div data-bbox="762 803 980 849">  Accomplished </div> <div data-bbox="1081 803 1333 849">  Continue/Modify </div> <div data-bbox="1434 803 1627 849">  Discontinue </div> </div>	

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



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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. 3

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. 27

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others. 36

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

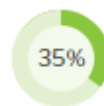
Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.

Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.

Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach

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**

Nov



November Evidence of Progress

PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Jan



January Evidence of Progress

December 7th - Jan 31st Walkthrough Data

PZ - 96.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 83.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 67.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 94.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

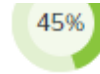
CW - 72.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Mar



March Evidence of Progress

Jan 31st - March 11th Walkthrough Data



PZ - 97.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 88.9% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 68.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 84.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 71.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

June

June Evidence of Progress

Strategy 2: Department lead teacher will visit ELAR classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies

Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.

Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach

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**

Nov



November Evidence of Progress

As of December 7th, 2021, the ELAR department lead teacher has performed 75 walkthroughs.

PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

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CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Jan



January Evidence of Progress


December 7th - Jan 31st Walkthrough Data




PZ - 96.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.








R&R - 83.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 67.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 94.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

	<p>Mar</p>  <p>March Evidence of Progress Jan 31st - March 11th Walkthrough Data</p> <p>CW - 72.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>PZ - 97.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - 88.9% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>FSGPT - 68.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>LF - 84.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>CW - 71.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>June</p> <p>June Evidence of Progress</p>
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Strategy 3 Details	Reviews 230
<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</p>  <p>November Evidence of Progress</p> <p>RenLearn Growth 6th - 42% 7th - 41% 8th - 38%</p> <p>Jan</p>  <p>January Evidence of Progress</p> <p>RenLearn Growth 6th - 32% 7th - 36% 8th - 36%</p> <p>Mar</p>  <p>March Evidence of Progress</p> <p>RenLearn Growth 6th - 32% 7th - 37% 8th - 35%</p> <p>June</p> <p>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>	<div data-bbox="1276 402 2022 540"> <p>Nov November Evidence of Progress</p>  <p>Evidence has not been collected - MOY self-assessment will be conducted in January.</p> </div> <div data-bbox="1276 561 2022 751"> <p>Jan January Evidence of Progress</p>  <p>ELAR PLC structure was revamped - ELAR teachers previewed and provided input on the new model. Several components were removed to maximize planning time with teams. PLC work can be found here: https://bit.ly/LJHPLC2</p> </div> <div data-bbox="1276 773 2022 963"> <p>Mar March Evidence of Progress 231</p>  <p>ELAR PLC structure was revamped - ELAR teachers previewed and provided input on the new model. Several components were removed to maximize planning time with teams. PLC work can be found here: https://bit.ly/LJHPLC2</p> </div> <div data-bbox="1276 984 2022 1011"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1052 659 1101">  No Progress </div> <div data-bbox="764 1052 980 1101">  Accomplished </div> <div data-bbox="1079 1052 1331 1101">  Continue/Modify </div> <div data-bbox="1436 1052 1625 1101">  Discontinue </div> </div>	

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

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

Evaluation Data Sources: STAAR Growth Measure

Strategy 1 Details	Reviews																														
<p>Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	<table border="0"> <tr> <td data-bbox="1297 363 1373 391">Nov</td> <td data-bbox="1528 363 1902 391">November Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 399 1373 496"></td> <td data-bbox="1415 399 1696 521"> CBA 1 Academic Growth 6th - 43% 7th - 64% 8th - 46% </td> <td></td> </tr> <tr> <td></td> <td data-bbox="1415 553 1696 675"> CBA 2 Academic Growth 6th - 42% 7th - 55% 8th - 50% </td> <td></td> </tr> <tr> <td data-bbox="1297 699 1373 727">Jan</td> <td data-bbox="1541 699 1890 727">January Evidence of Progress</td> <td></td> </tr> <tr> <td data-bbox="1276 735 1373 833"></td> <td data-bbox="1415 735 1696 857"> CBA 3 Academic Growth 6th - 30% 7th - 48% 8th - 43% </td> <td data-bbox="1934 789 1982 816">232</td> </tr> <tr> <td data-bbox="1297 878 1373 906">Mar</td> <td data-bbox="1549 878 1881 906">March Evidence of Progress</td> <td></td> </tr> <tr> <td></td> <td data-bbox="1415 914 1982 971"> ELAR 6 Formative Assessment (Nonfiction/Fiction) Approaches/Meets/Masters - 86%/51%/22.5% </td> <td></td> </tr> <tr> <td></td> <td data-bbox="1415 1008 1881 1065"> ELAR 7 Formative Assessment Approaches/Meets/Masters - 49%/20%/0% </td> <td></td> </tr> <tr> <td></td> <td data-bbox="1415 1102 1894 1159"> ELAR 8 Formative Assessment Approaches/Meets/Masters - 76%/45%/31% </td> <td></td> </tr> <tr> <td data-bbox="1297 1183 1373 1211">June</td> <td data-bbox="1562 1183 1869 1211">June Evidence of Progress</td> <td></td> </tr> </table>	Nov	November Evidence of Progress			CBA 1 Academic Growth 6th - 43% 7th - 64% 8th - 46%			CBA 2 Academic Growth 6th - 42% 7th - 55% 8th - 50%		Jan	January Evidence of Progress			CBA 3 Academic Growth 6th - 30% 7th - 48% 8th - 43%	232	Mar	March Evidence of Progress			ELAR 6 Formative Assessment (Nonfiction/Fiction) Approaches/Meets/Masters - 86%/51%/22.5%			ELAR 7 Formative Assessment Approaches/Meets/Masters - 49%/20%/0%			ELAR 8 Formative Assessment Approaches/Meets/Masters - 76%/45%/31%		June	June Evidence of Progress	
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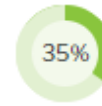
Strategy 2: Department lead teacher will visit ELAR classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies.

Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.

Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach

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**

Nov



November Evidence of Progress

PZ - Walkthrough data from August - December 7th show that during 92.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

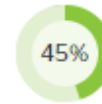
R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - Walkthrough data from August - December 7th show that during 48.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - Walkthrough data from August - December 7th show that during 87.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - Walkthrough data from August - December 7th show that during 65.3% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Jan



January Evidence of Progress

December 7th - Jan 31st Walkthrough Data

PZ - 96.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 83.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 67.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 94.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.





CW - 72.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.








Mar



March Evidence of Progress

Jan 31st - March 11th Walkthrough Data

	 <p>PZ - 97.7% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - 88.9% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>FSGPT - 68.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>LF - 84.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>CW - 71.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>June June Evidence of Progress</p>
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 235</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>Second/third coaching conversations with all ELAR teachers have already happened; working on the fourth round of coaching conversations.</p> <p>Mar March Evidence of Progress</p>  <p>TTESS Preobervation conference are supporting the work from coaching conversations - we're focusing on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</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>	<div data-bbox="1276 402 2024 537"> <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> </div> <div data-bbox="1276 561 2024 748"> <p>Jan January Evidence of Progress</p>  <p>ELAR PLC structure was revamped - ELAR teachers previewed and provided input on the new model. Several components were removed to maximize planning time with teams. PLC work can be found here: https://bit.ly/LJHPLC2</p> </div> <div data-bbox="1276 773 2024 959"> <p>Mar March Evidence of Progress 236</p>  <p>ELAR PLC structure was revamped - ELAR teachers previewed and provided input on the new model. Several components were removed to maximize planning time with teams. PLC work can be found here: https://bit.ly/LJHPLC2</p> </div> <div data-bbox="1276 984 2024 1008"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1052 659 1101">  No Progress </div> <div data-bbox="764 1052 980 1101">  Accomplished </div> <div data-bbox="1079 1052 1331 1101">  Continue/Modify </div> <div data-bbox="1436 1052 1625 1101">  Discontinue </div> </div>	

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








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

Evaluation Data Sources: RenLearn Assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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="1297 363 1352 391">Nov</div> <div data-bbox="1276 399 1373 496"></div> <div data-bbox="1528 363 1898 391">November Evidence of Progress</div> <div data-bbox="1411 399 1982 521"> <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> </div> <div data-bbox="1411 553 2007 675"> <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 data-bbox="1297 696 1352 724">Jan</div> <div data-bbox="1276 732 1373 829"></div> <div data-bbox="1541 696 1885 724">January Evidence of Progress</div> <div data-bbox="1411 732 2007 821"> <p>PZ - Walkthrough data from Dec 7th - Jan 31st show that during 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.²³⁷</p> </div> <div data-bbox="1411 854 2007 943"> <p>R&R - Walkthrough data from Dec 7th - Jan 31st show that 82.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> <div data-bbox="1297 964 1352 992">Mar</div> <div data-bbox="1276 1000 1373 1097"></div> <div data-bbox="1549 964 1877 992">March Evidence of Progress</div> <div data-bbox="1411 1000 2024 1089"> <p>PZ - Walkthrough data from Jan 31st - March 11 show that during 100% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> <div data-bbox="1411 1122 2007 1211"> <p>R&R - Walkthrough data from Jan 31st - March 11 show that 96% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> </div> <div data-bbox="1297 1235 1352 1263">June</div> <div data-bbox="1562 1235 1864 1263">June Evidence of Progress</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> 0%</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>Math lead teacher has performed 76 walkthroughs.</p> <p> 35%</p> <p>PZ - Walkthrough data from Dec 7th - Jan 31st show that during 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from Dec 7th - Jan 31st show that 82.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.²³⁸</p> <p>Mar March Evidence of Progress</p> <p>Math lead teacher has performed 83 walkthroughs.</p> <p> 50%</p> <p>PZ - Walkthrough data from Jan 31st - March 11 show that during 100% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</p> <p>R&R - Walkthrough data from Jan 31st - March 11 show that 96% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.</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>	<div data-bbox="1297 121 1354 149" data-label="Text">Nov</div> <div data-bbox="1276 159 1375 256" data-label="Figure"> <p>A circular progress indicator showing 40% completion. The green segment covers approximately 40% of the circle.</p> </div> <div data-bbox="1528 121 1900 149" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1413 159 2005 246" data-label="Text"> <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> </div> <div data-bbox="1413 280 1858 308" data-label="Text"> <p>RenLearn data has not been captured yet.</p> </div> <div data-bbox="1297 332 1354 360" data-label="Text">Jan</div> <div data-bbox="1276 370 1375 467" data-label="Figure"> <p>A circular progress indicator showing 50% completion. The green segment covers approximately 50% of the circle.</p> </div> <div data-bbox="1543 332 1890 360" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1413 370 2016 457" data-label="Text"> <p>Second/third coaching conversations with math teachers have already happened; working on the fourth round of coaching conversations.</p> </div> <div data-bbox="1297 487 1354 514" data-label="Text">Mar</div> <div data-bbox="1276 524 1375 621" data-label="Figure"> <p>A circular progress indicator showing 60% completion. The green segment covers approximately 60% of the circle.</p> </div> <div data-bbox="1554 487 1879 514" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1413 524 2016 644" data-label="Text"> <p>TTESS preobservation conference are supporting the work from coaching conversations - we're focusing on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</p> </div> <div data-bbox="1297 665 1354 693" data-label="Text">June</div> <div data-bbox="1564 665 1869 693" data-label="Section-Header">June Evidence of Progress</div>


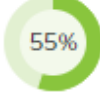



Strategy 4 Details	Reviews
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: PLCs will show growth on the utilization of DuFour's PLC model</p> <p>Staff Responsible for Monitoring: Math Department Chair, 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>	<div data-bbox="1276 380 2028 542"> <p>Nov November Evidence of Progress</p>  <p>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.</p> </div> <div data-bbox="1276 565 2028 753"> <p>Jan January Evidence of Progress</p>  <p>Math PLC structure was revamped in January - math teachers are updating their scope and sequence docs/making notes/and focusing on formative assessment data to guide the work they're doing in developing slide decks.</p> </div> <div data-bbox="1276 776 2028 964"> <p>Mar March Evidence of Progress 240</p>  <p>Math PLC structure was revamped in January - math teachers are updating their scope and sequence docs/making notes/and focusing on formative assessment data to guide the work they're doing in developing slide decks.</p> </div> <div data-bbox="1276 987 2028 1029"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1058 659 1101">  No Progress </div> <div data-bbox="764 1058 978 1101">  Accomplished </div> <div data-bbox="1079 1058 1331 1101">  Continue/Modify </div> <div data-bbox="1436 1058 1625 1101">  Discontinue </div> </div>	

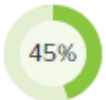




Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 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 style="text-align: center;"> <p>Nov</p>  </div> <div style="text-align: right;"> <p>November Evidence of Progress</p> <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 style="text-align: center;"> <p>Jan</p>  </div> <div style="text-align: right;"> <p>January Evidence of Progress</p> <p>CBA 3 was not administered as a result of the math pilot program being implemented at LJH. 241</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: right;"> <p>March Evidence of Progress</p> <p>Math 6 Formative Assessment Approaches/Meets/Masters - 74%/22%/9%</p> <p>Math 7 Formative Assessment Approaches/Meets/Masters - 91%/46%/29%</p> <p>Math 8 Formative Assessment Approaches/Meets/Masters - 86%/64%/28%</p> <p>Algebra I Formative Assessment Approaches/Meets/Masters - 80%/44%/18%</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: right;"> <p>June Evidence of Progress</p> </div> </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>	<p>Nov November Evidence of Progress Math lead teacher has performed 64 walkthroughs.</p>  <p>Jan January Evidence of Progress Math lead teacher has performed 76 walkthroughs.</p>  <p>Mar March Evidence of Progress Math lead teacher has performed 83 walkthroughs.</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 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 First and many of second coaching conversations with all math teachers have already happened; working on the second/third round of coaching conversations. ²⁴²</p> <p>RenLearn data has not been captured yet.</p> <p>Jan January Evidence of Progress Second and third coaching conversations with math teachers have already happened; working on the fourth round of coaching conversations.</p>  <p>Mar March Evidence of Progress TTESS preobservation conference are supporting the work from coaching conversations - we're focusing on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</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>	<div data-bbox="1297 386 2011 516"> <p>Nov November Evidence of Progress</p>  <p>PLCs meeting Wednesday morning. We are currently exploring options to streamline PLCs.</p> </div> <div data-bbox="1297 540 2011 760"> <p>Jan January Evidence of Progress</p> <p>Math PLC structure was revamped in January - math teachers are updating their scope and sequence docs/making notes/and focusing on formative assessment data to guide the work they're doing in developing slide decks. PLCs meet once a week during teachers' conference periods.</p> </div> <div data-bbox="1297 784 2011 1003"> <p>Mar March Evidence of Progress 243</p> <p>Math PLC structure was revamped in January - math teachers are updating their scope and sequence docs/making notes/and focusing on formative assessment data to guide the work they're doing in developing slide decks. PLCs meet once a week during teachers' conference periods.</p> </div> <div data-bbox="1297 1027 2011 1060"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 1092 661 1136">  No Progress </div> <div data-bbox="766 1092 980 1136">  Accomplished </div> <div data-bbox="1081 1092 1333 1136">  Continue/Modify </div> <div data-bbox="1438 1092 1627 1136">  Discontinue </div> </div>	

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

Performance Objective 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>	<div style="text-align: center;"> <p>November Evidence of Progress</p>  <p>Case managers work on the language acquisition process during advisory through K12Summit.</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress 244</p>  <p>Case managers work on the language acquisition process during advisory through K12Summit.</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p>  <p>Case managers work on the language acquisition process during advisory through K12Summit; TELPAS assessment has been administered - waiting on results to determine how students performed.</p> </div> <div style="text-align: center;"> <p>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>	

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>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Nov</p>  <p>30%</p> </div> <div> <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> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>35%</p> </div> <div> <p>January Evidence of Progress</p> <p>SPED CBA 3 Academic Growth 6th - 33% 7th - 53% 8th - 38%</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>65%</p> </div> <div> <p>March Evidence of Progress</p> <p>SPED ELAR 6 Formative Assessment Approaches/Meets/Masters - 62%/26%/6%</p> <p>SPED ELAR 7 Formative Assessment Approaches/Meets/Masters - 38%/14%/10%</p> <p>SPED ELAR 8 Formative Assessment Approaches/Meets/Masters - 51%/5%/0%</p> <p>---</p> <p>SPED Math 6 Formative Assessment Approaches/Meets/Masters - 70%/10%/2%</p> <p>SPED Math 7 Formative Assessment Approaches/Meets/Masters - 78%/24%/11%</p> <p>SPED Math 8 Formative Assessment Approaches/Meets/Masters - 80%/53%/20%</p> <p>SPED Algebra I Formative Assessment Approaches/Meets/Masters - 33%/0%/0%</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>

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Strategy 2 Details

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.

Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Math at every STAAR tested grade.

Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers

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**

Reviews

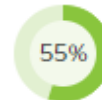
Nov



November Evidence of Progress

The LISD walkthrough form lends itself to doing that work (ie. flexible learning paths / leveraging tech.

Jan



January Evidence of Progress

December 7th - Jan 31st Walkthrough Data

Sentence Stem - 30.2% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Visuals - 82.9% of classroom visits, teacher received a proficient, accomplished, or distinguished rating. ²⁴⁷

Flexible Grouping - 67% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Mar



March Evidence of Progress

February 1st - March 18th Walkthrough Data

Sentence Stem - 34.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.


Visuals - 70.4% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.


Flexible Grouping - 61.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

June

June Evidence of Progress

 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 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> 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 Spring²⁴⁹ semester.</p> <p>Mar March 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 was administered in the early Spring semester but data has not been shared.</p> <p>June June Evidence of Progress</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  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  From December 7-Jan 31st, there were 5 fights at JHS, a decrease from first semester.</p> <p>Mar March Evidence of Progress  From Jan 31-March 11, there were 6 fights at JHS, a slight increase from the last formative assessment. We will continue working on this area.</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  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 decrease this number.</p> <p>Jan January Evidence of Progress  From 12/7-1/31, there were 30 incidents of skipping (a decrease from first semester). We will continue working on decreasing this number.</p> <p>Mar March Evidence of Progress  From 1/31-3/11, there were 17 incidents of skipping (a decrease from last formative assessment. We will continue working on decreasing this number.</p> <p>June June Evidence of Progress</p>

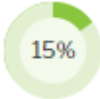


Strategy 4 Details	Reviews
<p>Strategy 4: LJHS Admin will use a consistent disciplinary approach when making disciplinary decisions</p> <p>Strategy's Expected Result/Impact: 5% decrease in students feeling that consequences are implemented fairly from the beginning of the year discipline survey to end-of-year 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  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  Admins overseeing discipline meet once a month to discuss the disciplinary consistency guide and make adjustments as needed. PBIS committee reviews discipline data. Admin team reviews certain disciplinary incidents to guide thinking/establish consistency.</p> <p>Mar March Evidence of Progress  Admins overseeing discipline meet once a month to discuss the disciplinary consistency guide and make adjustments as needed. PBIS committee reviews discipline data. Admin team reviews certain disciplinary incidents to guide thinking/establish consistency.</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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> </div> </div> <div> <p>June June Evidence of Progress 252</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div style="text-align: right;"> <p>November Evidence of Progress</p> <p>Truancy has been a bit of a challenge this year. LJHS's ADA as of 12/9/2021 is a little under 90%.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>35%</p> </div> <div style="text-align: right;"> <p>January Evidence of Progress</p> <p>ADA has remained challenging. As of 12/17, ADA was at 91.55%</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>45%</p> </div> <div style="text-align: right;"> <p>March Evidence of Progress</p> <p>ADA from 1/4/2022 - 3/11/2022 was 88.25%. Warning letters have been sent to over 69 students. Over 60 cases have been referred to the courts. 253</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>




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>	<div style="text-align: center;"> <p>Nov November Evidence of Progress</p>  <p>No data has been collected on this yet.</p> </div> <div style="text-align: center;"> <p>Jan January Evidence of Progress</p>  <p>No data has been collected on this yet.</p> </div> <div style="text-align: center;"> <p>Mar March Evidence of Progress</p>  <p>No data has been collected on this yet.</p> </div> <div style="text-align: center;"> <p>June June Evidence of Progress 254</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	








Goal 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>Parent liaison has been hired. As of 1/31, the PL has identified 98 students and made 233 contacts with parents to address truancy and help address parent concerns.</p> <p>Mar March Evidence of Progress</p>  <p>As of 3/11, the PL has identified 115 students and made 254 contacts with parents to address truancy and help address parent concerns. 255</p> <p>June June Evidence of Progress</p>

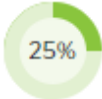





Strategy 2 Details	Reviews
<p>Strategy 2: LJHS will introduce a student-led conference program for 6th grade students.</p> <p>Strategy's Expected Result/Impact: Involve parents in the educational experiences of their children.</p> <p>Staff Responsible for Monitoring: Campus Principal, Parent Liaison, 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 These are scheduled for the Spring 2022 semester.</p>  <p>Jan January Evidence of Progress These are scheduled for the Spring 2022 semester.</p>  <p>Mar March Evidence of Progress These are scheduled for the Spring 2022 semester.</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 386 1999 516"> <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> </div> <div data-bbox="1276 540 1999 703"> <p>Jan January Evidence of Progress</p>  <p>We have hosted several parental involvement events including ESL parent night, donuts with families, elective showcases in both English and Spanish, advanced math night in English and Spanish.</p> </div> <div data-bbox="1276 719 1999 881"> <p>Mar March Evidence of Progress</p>  <p>We have hosted several parental involvement events including ESL parent night, donuts with families, 257 elective showcases in both English and Spanish, advanced math night in English and Spanish.</p> </div> <div data-bbox="1276 898 1999 930"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 971 661 1019">  No Progress </div> <div data-bbox="766 971 982 1019">  Accomplished </div> <div data-bbox="1081 971 1333 1019">  Continue/Modify </div> <div data-bbox="1438 971 1627 1019">  Discontinue </div> </div>	

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

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

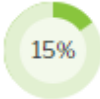


Evaluation Data Sources: T-TESS Evaluations


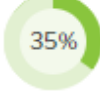





Strategy 1 Details	Reviews
<p>Strategy 1: Every teacher will meet with their T-TESS appraiser once every 6 weeks for strategic coaching and support focused on teachers' student and professional growth goals.</p> <p>Strategy's Expected Result/Impact: Teachers meeting their T-TESS student and professional growth goals</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 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> Second/third coaching conversations with all EL 258 teachers have already happened; working on the fourth round of coaching conversations.</p> <p>Mar March Evidence of Progress</p> <p>TTESS Preobservation conference are supporting the work from coaching conversations - we're focusing on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</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: 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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>15%</p> </div> <div style="text-align: center;"> <p>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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>30%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>New to profession teacher program has met once a month to discuss issues NTP teachers are seeing and find ways to address these issues.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>40%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>New to profession teacher program has met with instructional coach twice (Jan and Feb) to discuss NTP instructional supports.</p> </div> </div> <div style="text-align: right; margin-top: 20px;"> <p>259</p> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> </div> </div> </div>




Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Learning walks have happened in September and November. We will continue this next semester.</p> </div> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Instructional Coach led learning at JH and other campuses with NTP teachers.</p> </div> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Instructional Coach led learning at JH and other campuses with NTP teachers. Admin will lead learning walks in April with NTP teachers.</p> </div> </div> </div> <div> <p>June June Evidence of Progress</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	



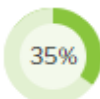
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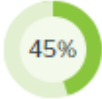




Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

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>	<p>Nov 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> <p>Jan January Evidence of Progress</p> <p> High potentials have received job-embedded supports to include PLC leadership, department leadership, campus leadership opportunities.</p> <p>Mar March Evidence of Progress</p> <p> High potentials have engaged in ILA professional development. Campus admin engages with high 261 potentials in various forms and provides a space to debrief on concepts learned at ILA.</p> <p>June June Evidence of Progress</p>

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 data-bbox="1276 121 2005 251"> <p>Nov November Evidence of Progress</p>  <p>Teacher leaders perform at least 10 walkthroughs each week on the teachers in their department.</p> </div> <div data-bbox="1276 276 2005 560"> <p>Jan January Evidence of Progress</p>  <p>From 12/7-1/31, department leads gave feedback to teachers --</p> <p>ELAR - 18 Math - 15 Science - 22 Social Studies - 13 SPED - 3</p> </div> <div data-bbox="1276 576 2005 860"> <p>Mar March Evidence of Progress</p>  <p>From 1/31-3/11, department leads gave feedback to teachers --</p> <p>ELAR - 13 Math - 7 Science - 19 Social Studies - 0 SPED - 0</p> </div> <div data-bbox="1276 876 2005 917"> <p>June June Evidence of Progress</p> </div> <p style="text-align: right;">262</p>

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>	<div data-bbox="1276 305 2028 467"> <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> </div> <div data-bbox="1276 483 2028 678"> <p>Jan January Evidence of Progress</p>  <p>We have made significant progress in this area. In the math department, 100% of the PLCs are teacher led. In ELAR, the PLCs are led by the department's lead teacher and instructional coach. In science and social studies, PLCs are led by department lead teachers.</p> </div> <div data-bbox="1276 695 2028 889"> <p>Mar March Evidence of Progress</p>  <p>We have made significant progress in this area. In the math department, 100% of the PLCs are teacher led. In ELAR, the PLCs are led by the department's lead teacher and instructional coach. In science and social studies, PLCs are led by department lead teachers.</p> </div> <div data-bbox="1276 906 2028 954"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 971 659 1019">  No Progress </div> <div data-bbox="764 971 978 1019">  Accomplished </div> <div data-bbox="1079 971 1331 1019">  Continue/Modify </div> <div data-bbox="1436 971 1625 1019">  Discontinue </div> </div>	

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% 267</p> <p>Jan January Evidence of Progress</p> <p> As demonstrated in 51 classroom visits, English 2 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 56% Visuals: 48% Flexible Grouping: 28%</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  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  All English 2 students are participating in content-based assessments (CBAs) during the spring semester</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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 268  English 2 teachers continue to meet as a PLC team to respond to data and adjust instruction to target power standards</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</p> <p>This strategy will be implemented prior to EOC testing in the spring.</p> <p>Jan January Evidence of Progress</p> <p> This strategy will be implemented prior to EOC testing this semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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>	<p>Nov November Evidence of Progress 269</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 January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></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 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>As demonstrated in 80 classroom visits, Algebra 1 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 18% Visuals: 81% Flexible Grouping: 20%</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 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> All Algebra 1 students are participating in content-based assessments (CBAs) during the spring semester</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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 271</p> <p> Algebra 1 teachers meet as a PLC team to respond to data and adjust instruction to target power standards</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 This strategy will be implemented prior to EOC testing in the spring.</p> <p>Jan January Evidence of Progress This strategy will be implemented prior to EOC testing this semester.</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 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> All clusters continue to develop and implement.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 273</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</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> All junior and senior-level math and ELAR classes continue to make progress on course completion. CCMR Advisors are tracking individual students.</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  SAT for all seniors will be administered on April 13th for all juniors. ACT will be administered on Feb 12th for seniors.</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 274  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>Mar March Evidence of Progress</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> AP exams will be administered in the Spring semester.</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 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 276</p>  <p>A survey was used to gauge student interest. A committee expanded the offerings based on student input.</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  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  This strategy has been suspended due to COVID. We will revisit later in the Spring.</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 style="text-align: right;">277</p> <p>Nov November Evidence of Progress  SEL lessons are delivered during Advisory every Friday.</p> <p>Jan January Evidence of Progress  SEL lessons continue to be delivered during Advisory every Friday.</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>	<p>Nov November Evidence of Progress</p> <p> Attendance teams uses Parent Square to manage communication</p> <p>Jan January Evidence of Progress</p> <p> Attendance team continues to use Parent Square to manage communication. There has been no significant impact on attendance outcomes.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

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>	<p>Nov November Evidence of Progress No impact on attendance </p> <p>Jan January Evidence of Progress No impact on attendance </p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
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 meets weekly to discuss students </p> <p>Jan January Evidence of Progress Attendance team continues to meet weekly to discuss students. </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="1276 597 1377 743">Nov </td><td data-bbox="1411 597 1902 669">November Evidence of Progress This will take place in the Spring of 2022</td><td data-bbox="1927 597 1997 669"></td></tr><tr><td data-bbox="1276 753 1377 899">Jan </td><td data-bbox="1411 753 1902 824">January Evidence of Progress This will take place in the Spring of 2022</td><td data-bbox="1927 753 1997 824">280</td></tr><tr><td data-bbox="1276 909 1377 948">Mar</td><td data-bbox="1411 909 1902 948">March Evidence of Progress</td><td data-bbox="1927 909 1997 948"></td></tr><tr><td data-bbox="1276 958 1377 1013">June</td><td data-bbox="1411 958 1902 1013">June Evidence of Progress</td><td data-bbox="1927 958 1997 1013"></td></tr></table>	Nov 	November Evidence of Progress This will take place in the Spring of 2022		Jan 	January Evidence of Progress This will take place in the Spring of 2022	280	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 This will take place in the Spring of 2022	280											
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>	<p>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.</p> <p>Jan January Evidence of Progress  The vision work will be continued for the 2022-23 school year.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 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>	<p>Nov November Evidence of Progress 281  Vision statement is on agendas.</p> <p>Jan January Evidence of Progress  The vision work will be continued for the 2022-23 school year.</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 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 November Evidence of Progress  No progress</p> <p>Jan January Evidence of Progress  The student data reflection work will be continued for the 2022-23 school year. 282</p> <p>Mar March Evidence of Progress </p> <p>June 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 November Evidence of Progress  No progress</p> <p>Jan January Evidence of Progress  The student data reflection work will be continued for the 2022-23 school year.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 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>	<p>Nov November Evidence of Progress  No progress</p> <p>Jan January Evidence of Progress  The student data reflection work will be continued for the 2022-23 school year.</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:


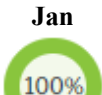


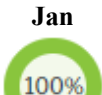


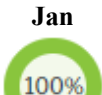

The students and staff at Lockhart High School will Unlock the Potential so that they develop and empower self and others.









Performance Objective 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 602 1377 630">Nov</td><td data-bbox="1528 602 1902 630">November Evidence of Progress</td><td data-bbox="1409 639 1980 699">A new shared leadership structure was designed and implemented.</td></tr><tr><td data-bbox="1276 639 1377 732"></td><td data-bbox="1539 756 1892 784">January Evidence of Progress</td><td data-bbox="1934 786 1986 813">284</td></tr><tr><td data-bbox="1276 756 1377 849"></td><td data-bbox="1549 911 1881 938">March Evidence of Progress</td><td></td></tr><tr><td data-bbox="1276 849 1377 941"></td><td data-bbox="1560 1065 1871 1092">June Evidence of Progress</td><td></td></tr></table>	Nov	November Evidence of Progress	A new shared leadership structure was designed and implemented.		January Evidence of Progress	284		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	284											
	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  Leadership responsibilities continue to be refined.</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 285  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  Lever Leader, CCMR Advisor, Guidance Counselor, and Student Advocate positions continue to have an impact on the work.</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  Teachers and leaders continue to meet weekly in PLC meetings 286</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 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  PLC teams continue to meet weekly to analyze assessment data and plan responses.</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 ²⁸⁷  Targeted interventions have been designed based on student need.</p> <p>Jan January Evidence of Progress  Targeted interventions have been designed based on student need and are implemented during FIT time each week.</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 November Evidence of Progress</p> <p> Leaders have prioritized support for teachers based on need.</p> <p>Jan January Evidence of Progress</p> <p> Leaders continue to use data to prioritize support for teachers based on need. 288</p> <p>Mar March Evidence of Progress</p> <p>June 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 November Evidence of Progress  Leaders use newly developed tool to record walkthrough data and give feedback</p> <p>Jan January Evidence of Progress  Leaders use newly developed tool to record walkthrough data and give feedback</p> <p>Mar March Evidence of Progress</p> <p>June 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>Jan January Evidence of Progress 289  Additional survey will be implemented in March</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>	<table border="1"> <tr> <td data-bbox="1260 277 1381 418"> <p>Nov</p>  </td> <td data-bbox="1381 277 2022 418"> <p>November Evidence of Progress</p> <p>New PLC structure allows for professional development during the school day.</p> </td> </tr> <tr> <td data-bbox="1260 435 1381 576"> <p>Jan</p>  </td> <td data-bbox="1381 435 2022 576"> <p>January Evidence of Progress</p> <p>Professional development continues to occur during PLC.</p> </td> </tr> <tr> <td data-bbox="1260 592 1381 625"> <p>Mar</p> </td> <td data-bbox="1381 592 2022 625"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1260 641 1381 673"> <p>June</p> </td> <td data-bbox="1381 641 2022 673"> <p>June Evidence of Progress</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>New PLC structure allows for professional development during the school day.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Professional development continues to occur during PLC.</p>	<p>Mar</p>	<p>March Evidence of Progress</p>	<p>June</p>	<p>June Evidence of Progress</p>
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<p>Mar</p>	<p>March Evidence of Progress</p>								
<p>June</p>	<p>June Evidence of Progress</p>								
<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>Schoolwide and Targeted Assistance Title I 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> Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. CBA scores show considerable growth.</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 Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I 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  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  Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</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>Schoolwide and Targeted Assistance Title I 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  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 295  Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</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>Schoolwide and Targeted Assistance Title I 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 All students have taken CBA and checkpoints</p> <p> 50%</p> <p>Jan January Evidence of Progress All students have taken CBA and checkpoints</p> <p> 70%</p> <p>Mar March Evidence of Progress</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p style="text-align: right;">296</p> <p>Nov November Evidence of Progress Accelerated instruction supports the focus on power standards.</p> <p> 50%</p> <p>Jan January Evidence of Progress Accelerated instruction supports the focus on power standards.</p> <p> 60%</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: 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>Schoolwide and Targeted Assistance Title I 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> Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. CBA scores show considerable growth. 297</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>Schoolwide and Targeted Assistance Title I 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> Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</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</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I 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> Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</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>Schoolwide and Targeted Assistance Title I 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 298</p> <p> All students have taken CBA and checkpoints</p> <p>Mar March Evidence of Progress</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Accelerated instruction supports the focus on power standards.</p> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Accelerated instruction supports the focus on power standards.</p> </div> <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="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  Discontinue </div> </div>	

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

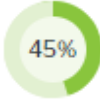



Strategy 1 Details	Reviews
<p>Strategy 1: All PHS anticipated 2021-22 graduates will have an opportunity to participate in an administration of the Texas Success Initiative (TSI) exam</p> <p>Strategy's Expected Result/Impact: Increased students performing successfully on the TSI exam</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<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> PHS is now a testing site for TSI and all graduates are slotted to take it in the Spring.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 300</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> ASVAB will be offered in Spring semester.</p> <p>Jan January Evidence of Progress</p> <p> ASVAB will be offered in Spring semester.</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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> </div> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <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> </div> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">301</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 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>Schoolwide and Targeted Assistance Title I 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 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 January 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>Mar March Evidence of Progress 302</p> <p>June June Evidence of Progress</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>Schoolwide and Targeted Assistance Title I 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>Several students have stepped up for the school and are active in making PHS a positive school.</p> <p>Jan January Evidence of Progress</p>  <p>Several students have stepped up for the school and are active in making PHS a positive school.</p> <p>Mar March Evidence of Progress</p> <p>June 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>Schoolwide and Targeted Assistance Title I 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> Students meet with the counselor regularly to solidify graduation plans, pacing, course options, career options and post-secondary education.</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>Schoolwide and Targeted Assistance Title I 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 style="text-align: right;">303</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> 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>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>Schoolwide and Targeted Assistance Title I 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>  Attendance continues to be low despite warning letters, attendance incentives, phone calls and other interventions. <p>Jan January Evidence of Progress</p>  Attendance continues to be low despite warning letters, attendance incentives, phone calls and other interventions. Make up hours are currently being made up by many students. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 304</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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p>  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance. <p>Jan January Evidence of Progress</p>  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance. <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>Schoolwide and Targeted Assistance Title I 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> We have multiple trackers for attendance, truancy, letters sent home and when contact is made to track each student.</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>Schoolwide and Targeted Assistance Title I 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 305</p> <p> Attendance team meets weekly to go over attendance rates and interventions for chronically absent students. Letters are sent, and make up hours are tracked.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 5 Details	Reviews
<p>Strategy 5: The Attendance Team will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students, 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>Schoolwide and Targeted Assistance Title I 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  Incentives, house visits and supports have all been implemented.</p> <p>Jan January Evidence of Progress  Incentives, house visits and supports have all been implemented.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue 306 </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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov November Evidence of Progress</p>  <p>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.</p> <p>Jan January Evidence of Progress</p>  <p>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.</p> <p>Mar March Evidence of Progress</p> <p style="text-align: right;">307</p> <p>June June Evidence of Progress</p>
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>Schoolwide and Targeted Assistance Title I 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>	<p>Nov November Evidence of Progress</p>  <p>Each student meets with the counselor regularly to go over courses and credits.</p> <p>Jan January Evidence of Progress</p>  <p>Each student meets with the counselor regularly to go over courses and credits.</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 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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<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> Each project includes a reflection piece/lesson, which is often a writing assignment.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue 308 </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>Schoolwide and Targeted Assistance Title I 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  All teachers were trained over the summer and there will be ongoing training over the year.</p> <p>Mar March Evidence of Progress 309</p> <p>June June Evidence of Progress</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>Schoolwide and Targeted Assistance Title I 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  PLC focuses on PBL planning and how to increase PBL efficacy.</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>Schoolwide and Targeted Assistance Title I 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> PLC focuses on PBL reflections after each project to discuss needed changes for teachers and how to support students.</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: 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>Schoolwide and Targeted Assistance Title I 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  Weekly walkthroughs are scheduled.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">311</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Scheduled bi-weekly coaching meetings to discuss walkthrough data, observations and next steps for student and teacher growth.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I 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  Teachers have a coaching meeting twice a month.</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>Schoolwide and Targeted Assistance Title I 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  Survey will be sent out to teachers before Christmas break.</p> <p>Jan January Evidence of Progress  Survey results were positive, supportive and encouraging.</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:

TASB RISK MANAGEMENT FUND INTERLOCAL PARTICIPATION AGREEMENT

Pursuant to the Texas Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this Interlocal Participation Agreement (Agreement) is entered into by and between the Texas Association of School Boards Risk Management Fund (Fund) and the undersigned local government of the State of Texas (Fund Member). The Fund is an administrative agency of local governments (Fund Members) that cooperate in performing administrative services and governmental functions relative to risk management.

TERMS AND CONDITIONS

In consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, including, without limitation, the agreement of the Fund and Fund Members to provide risk management programs as detailed in this Agreement, the receipt and sufficiency of which are hereby acknowledged, Fund Member and the Fund, intending to be legally bound, and subject to the terms, conditions, and provisions of this Agreement, agree as follows:

1. **Authority.** Fund Member hereby approves and adopts the Restatement of Interlocal Agreement, dated May 20, 1997, which restated the Interlocal Agreement dated July 2, 1974, establishing the predecessor of the Fund. The Restatement of Interlocal Agreement is incorporated into this Agreement by reference and is available from the Fund upon request. This Agreement serves to outline the relationship between the Fund and Fund Member. While the Texas Interlocal Cooperation Act provides the overarching basis for the Fund, certain Fund programs are further authorized pursuant to various statutes, such as Chapter 504 of the Texas Labor Code, pertaining to workers' compensation; and Chapter 2259, Subchapter B, of the Texas Government Code, pertaining to other risks or hazards.
2. **Program Participation.** This Agreement enables Fund Member to participate in one or more of the Fund's available programs. Because this is an enabling Agreement, Fund Member must also execute a separate Contribution and Coverage Summary (CCS) for each Fund program from which it seeks coverage and/or administrative services. Only a valid CCS will confer the right to participate in a specific program and each CCS shall be incorporated into this Agreement. Through participation in any Fund program, Fund Member waives none of its immunities and authorizes the Fund, or its designee, to assert such immunities on its behalf and on behalf of the Fund or its designee.
3. **Term of Agreement.** This Agreement shall be effective from the date of the last signature below and shall remain in effect unless terminated as provided in this Agreement. This Agreement will automatically terminate if Fund Member ceases to participate in at least one of the Fund's programs (due to the expiration of a CCS participation term or the valid termination of same) or fails to meet the membership qualifications of the Fund as provided in this Agreement and as determined by the Fund in writing.
4. **Termination.** Unless this Agreement is automatically terminated as described above, this Agreement, and/or any component CCS applicable to Fund Member, can be terminated as set forth below. However, unless specifically required in a CCS, the termination of any single Fund program under a CCS shall not also result in the automatic termination of another pending CCS, or this enabling Agreement if any other CCS is still in force for Fund Member. Rather, each Fund program can only be terminated as provided in this Agreement.
 - a. **By Either Party with 30 Days Notice before Renewal.** Any CCS may be terminated by either party with termination to be effective on any successive renewal date by giving written notice to the other party no later than 30 days prior to automatic renewal.
 - b. **By Fund Member upon Payment of Late Notice Fee.** If Fund Member fails to terminate a CCS as provided above, it may still terminate participation in any Fund program prior to the renewal date by paying a late notice fee as herein provided. If Fund Member terminates the CCS before the renewal date, but with fewer than 30 days' advance written notice, Fund Member agrees to pay the Fund a late notice fee in the amount of 25% of the annual contribution for the expiring participation term. Fund Member expressly acknowledges that the late notice fee is not a penalty, but a reasonable approximation of the Fund's damages for the Fund Member's untimely withdrawal from the program identified in the CCS. However, once the renewal term of a CCS commences, Fund Member can no longer terminate the CCS by paying a late notice fee; the CCS shall renew and Fund Member must pay 100% of the annual contribution for the renewal period.
 - c. **By the Fund upon Breach by Fund Member.** The Fund may terminate this Agreement or any CCS based on breach of any of the following obligations, by giving 10 days' written notice to Fund Member of the breach; and Fund Member's failure to cure the breach within said 10 days (or other time period allowed by the Fund):
 - 1) Fund Member fails or refuses to make the payments or contributions required by this Agreement;
 - 2) Fund Member fails to cooperate and comply with any reasonable requests for information and/or records made by the Fund;

- 3) Fund Member fails or refuses to follow loss prevention or statutory compliance requirements of the Fund, as provided in this Agreement; or
- 4) Fund Member otherwise breaches this Agreement.

If the Fund terminates this Agreement, or any CCS, based on breach as described above, Fund Member agrees that the Fund will have no responsibility of any kind or nature to provide coverage on the terminated Fund program post-termination. Further, Fund Member shall bear the full financial responsibility for any unpaid open claim and expense related to any claim, asserted or unasserted and reported or unreported, against the Fund or Fund Member, or incurred by the agents or representatives of Fund Member.

In addition to the foregoing, if termination is due to Fund Member's failure to make required payments or contributions, Fund Member agrees that it shall pay the Fund liquidated damages in the amount of 50% of the annual contribution for the participation term identified in the terminated CCS.

5. Contributions.

- a. **Agreement to Pay Contribution.** Fund Member agrees to pay its contribution for each Fund program in which it participates based on a plan developed by the Fund. The amount of contribution will be stated in the relevant CCS and will be payable upon receipt of an invoice from the Fund. Late fees amounting to the maximum interest allowed by law, but not less than the rate of interest authorized under Chapter 2251, Texas Government Code, shall begin to accrue daily on the first day following the due date and continue until the contribution and late fees are paid in full. If Fund Member fails to pay the amounts due under this Agreement, including any CCS, the Fund may redirect other amounts due to the Fund Member, payments received from Fund Member, or amounts held by the Fund for Fund Member's benefit, to offset the amount owed. Any offset will not extinguish Fund Member's obligation for any and all payments due under this Agreement, including any CCS.
- b. **Other Payments Due to the Fund.** In addition to contributions, if the Fund Member owes other payments to the Fund, such as deductibles or claim overpayments, and Fund Member fails to timely pay the amounts due, the Fund may redirect other amounts due to the Fund Member, payments received from Fund Member, or amounts held by the Fund for the Fund Member's benefit to offset the amounts owed.
- c. **Estimated Contribution and Contribution Adjustment.** In specified situations, the amount of contribution shown in the CCS will be identified as an estimate. The Fund reserves the right to request an audit of updated exposure information at the end of the CCS participation term and adjust contributions if Fund Member's exposure changes during the CCS participation term. As a result of the exposure review, any additional contribution payable to the Fund shall be paid by Fund Member, and any overpayment of contribution by Fund Member shall be returned or credited by the Fund. The Fund reserves the right to audit the relevant records of Fund Member in order to conduct this exposure review.

Upon expiration of each participation period, Fund Member may request a contribution adjustment due to exposure changes. Such request must be made in writing within 60 days after the end of the participation period. Fund Member must provide documentation as requested by the Fund to demonstrate that the exposure change warrants a contribution adjustment.

The annual contribution may be adjusted due to an exposure change or audit as presented in the CCS. The Fund may also request a contribution adjustment should the Fund's underwriting income for any program within a given program year be inadequate to pay the ultimate cost of claims incurred for that year, the Fund may collect an adjusted contribution from any current or former Fund Member if that Fund Member's contribution is inadequate to pay the Fund Member's claims incurred during that year.

6. **Contribution and Coverage Summary.** Fund Member agrees to abide by each CCS that governs its participation. A CCS will incorporate the program specific coverage document, if any, which sets forth the scope of coverage and/or services from the Fund. This Agreement will be construed to incorporate the CCS, Coverage Agreements, Endorsements, and Addenda, if any, whether or not physically attached. A CCS for a Fund program will state the participation term. After Fund Member's execution of a CCS, the CCS will automatically renew annually, unless terminated in accordance with this Agreement. Any renewal containing a change in the amount of contribution or other terms will be subject to the Amendment by Notice process described in this Agreement.
7. **Loss Prevention.** The Fund may provide loss prevention services to Fund Member. Fund Member agrees to adopt the Fund's reasonable and customary standards for loss prevention and to cooperate in implementing any and all reasonable loss prevention and statutory compliance recommendations or requirements. The Fund makes no warranty on Fund loss prevention recommendations.

8. Other Duties of Fund Member.

- a. **Standards of Performance.** Time shall be of the essence in Fund Member's reporting of any and all claims to the Fund, payment of any contributions or monies due to the Fund, and delivery of any written notices under this Agreement.
- b. **Claims Reporting.** Notice of any claim must be provided to the Fund as required by law or the applicable Coverage Agreement. Failure by Fund Member to timely report a claim may result in denial of coverage or payment of fines or penalties imposed by law or regulatory agencies. If the Fund advances payment of any fine or penalty arising from Fund Member's late claim reporting, Fund Member will reimburse the Fund for all such costs.
- c. **Cooperation and Access.** Fund Member agrees to cooperate and to comply in a timely manner with all reasonable requests for access, information and/or records made by the Fund or by a third-party acting for the Fund. Fund Member further agrees to provide complete and accurate statements of material facts, to not misrepresent or omit such facts, or make false statements to the Fund. The Fund Member agrees that any information held by the Fund's Administrator, or its' affiliated entities may be provided to the Fund. The Fund reserves the right to audit the relevant records of Fund Member to determine compliance with this Agreement.

9. **Administration of Claims.** The Fund or its designee agrees to administer all claims for which Fund Member has coverage after Fund Member provides timely written notice to the Fund. Fund Member hereby authorizes the Fund or its designee to act in all matters pertaining to handling of claims for which Fund Member has coverage pursuant to this Agreement. Fund Member expressly agrees that the Fund has sole authority in all matters pertaining to the administration of claims and grants the Fund or its designee full decision-making authority in all matters, including without limitation, discussions with claimants and their attorneys or other duly authorized representatives. Fund Member further agrees to be fully cooperative in supplying any information reasonably requested by the Fund in the handling of claims. All decisions on individual claims shall be made by the Fund or its designee, including, without limitation, decisions concerning claim values, payment due on the claim, settlement, subrogation, litigation, or appeals.

10. **Excess Coverage/Reinsurance.** The Fund, in its sole discretion, may purchase excess coverage or reinsurance for any or all Fund programs. In the event of a substantial change in terms or cost of such coverage, the Fund reserves the right to make adjustments to the terms and conditions of a CCS as allowed by the Amendment by Notice process under this Agreement. If any reinsurer, stop loss carrier, and/or excess coverage provider fails to meet its obligations to the Fund or any Fund Member, the Fund is not responsible for any payment or any obligations to Fund Member from any reinsurer, stop loss carrier, or excess coverage provider.

11. Subrogation and Assignment of Rights.

- a. Fund Member, on its own behalf and on behalf of any person entitled to benefits under this Agreement, assigns all subrogation rights to the Fund. The Fund has the right, in its sole discretion, without notice to Fund Member, to bring all claims and lawsuits in the name of Fund Member or the Fund. Fund Member agrees that all subrogation rights and recoveries belong first to the Fund, up to the amount of benefits, expenses, and attorneys' fees incurred by the Fund, with the balance, if any, being paid to Fund Member, unless otherwise specifically stated in the Agreement. Award of funds to any person entitled to coverage, whether by judgment or settlement, shall be conclusive proof that the injured party has been made whole. Fund Member's right to be made whole is expressly superseded by the Fund's subrogation rights. If Fund Member procures alternate coverage for a risk covered by the Fund, the latter acquired coverage shall be deemed primary coverage concerning that risk.
- b. Fund Member shall do nothing to prejudice or waive the Fund's existing or prospective subrogation rights under this Agreement. If Fund Member has waived any subrogation right without first obtaining the Fund's written approval, the Fund shall be entitled to recover from Fund Member any sums that it would have been able to recover absent such waiver. Recoverable amounts include attorneys' fees, costs, and expenses.

12. **Appeals.** Fund Member shall have the right to appeal any written decision or recommendation to the Fund's Board of Trustees, and the Board's determination will be final. Any appeal shall be made in writing to the Board Chair within 30 days of the decision or recommendation.

13. **Bylaws, Policies, and Procedures.** Fund Member agrees to abide by the Bylaws of the Fund, as they may be amended from time to time, and any and all written policies and procedures established by the Fund (which are available from the Fund upon written request). If a change is made to the Fund's Bylaws, written policies or procedures which conflicts with or impairs a CCS, such change will not apply to Fund Member until the renewal of such CCS, unless Fund Member specifically agrees otherwise.

14. **Payments.** Fund Member represents and warrants that all payments required under this Agreement of Fund Member shall be made from its available current revenues.

15. **Fund Member's Designation of Coordinator.** Fund Member agrees to designate an employee with appropriate authority as coordinator (Program Coordinator) for Fund Member on this Agreement or any CCS executed by Fund Member. Fund Member's Program Coordinator shall have express authority to represent and to bind Fund Member, shall fully communicate with the Fund regarding Fund business, and shall not delegate this communication to a third party. The Fund will not be required to contact any other individual regarding matters arising from or related to this Agreement. Fund Member reserves the right to change its Program Coordinator as needed, by giving written notice to the Fund; such notice is not effective until actually received by the Fund. Notice provided to the Chief Executive Officer of Fund Member shall also serve as notice to the Program Coordinator.
16. **Risk Sharing Agreement.** This Agreement is a risk sharing and risk participation agreement and should not be construed to be a contract of insurance. If any ambiguity exists in this Agreement, including any CCS or specific coverage document, the provision shall not be construed against the Fund as drafter of this Agreement. The Fund is not an insurance company nor is any member an insured. The Fund is a self-insured risk pool through which its members agree to share risk and actively participate in their contractual obligations to lessen risk and cost for all members. Any reference in this Agreement to an insurance term or concept is coincidental, is not intended to characterize the Fund as "insurance" as defined by law, shall be deemed to apply to self-insurance, and is not to be construed as being contrary to the self-insurance concept.
17. **Representation.** Fund Member authorizes the Fund to represent Fund Member in any lawsuit, dispute, or proceeding arising under or relating to any Fund program and/or coverage in which Fund Member participates. The Fund may exercise this right in its sole discretion and to the fullest extent permitted or authorized by law. Fund Member shall fully cooperate with the Fund, its designee, and the Fund's chosen counsel, including, without limitation, supplying any information necessary or relevant to the lawsuit, dispute, or proceeding in a timely fashion. Subject to specific revocation, Fund Member designates the Fund to act as a class representative on its behalf in matters arising out of this Agreement.
18. **Members' Equity.** The Fund Board, in its sole discretion, may declare a distribution of the Fund's members' equity to Fund Members. Members' equity belongs to the Fund. No current or former individual Fund Member is entitled to an individual allocation or portion of members' equity.
19. **Entire Agreement.** This Agreement, together with the Restated Interlocal Agreement, Bylaws, CCSs, and Coverage Agreements that are in effect as to Fund Member from time to time, represent and contain the complete understanding and agreement of the Fund and Fund Member, and there are no representations, agreements, arrangements, or undertakings, oral or written, between the Fund and Fund Member other than those set forth in this Agreement duly executed in writing. In the event of conflict between the terms of this Agreement and the Restated Interlocal Agreement, Bylaws, CCS, or any Coverage Agreement, the specific terms of the later adopted agreement shall prevail to the extent necessary to resolve the conflict. This Agreement replaces all previous Interlocal Participation Agreements between the Fund and Fund Member. Notwithstanding the foregoing, this Agreement does not supersede any unexpired participation term or pending claim under an existing agreement between Fund Member and Fund.
20. **Amendment by Notice.** This Agreement, including any of its component CCSs or coverage documents, may be amended by the Fund, in writing, by providing Fund Member with written notice before the earlier of (i) the effective date of the amendment or (ii) the date by which Fund Member can terminate without payment of late notice fees or liquidated damages. Unless this Agreement expressly provides otherwise, an amendment shall only apply prospectively and Fund Member shall have the right to terminate this Agreement, or a component CCS to which the amendment applies, before the amendment becomes effective, as provided in this Agreement. If Fund Member fails to give the Fund timely written notice of termination, Fund Member shall be deemed to have consented to the Fund's amendment and agrees to abide by and be bound by the amendment, without necessity of obtaining Fund Member's signature.

The Fund may amend this Agreement or any CCS effective upon renewal. Amendments may be for any reason including changes to the terms or contribution amount.

The Fund may also amend this Agreement or any CCS, effective during the term of a CCS, for any reason including but not limited to the following:

- a. State or federal governments, including any court, regulatory body, or agency thereof, adopt a statute, rule, decision, or take any action that would substantially impact the rights or financial obligations of the Fund as it pertains to this Agreement, or any Fund program or CCS.
- b. The terms of the Fund's stop-loss or excess coverage or reinsurance change substantially.

If the Fund exercises the option to amend the Agreement or any CCS during the term of a CCS and prior to renewal, the Fund shall give Fund Member 30 days advance written notice. Fund Member will then have the right during the 30-day period to give the Fund written notice of termination of the applicable Fund program, effective upon the expiration of the 30-day notice period (or longer period if so provided by the Fund in writing).

21. **Severability; Interpretation.** If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect. Any questions of particular interpretation shall not be interpreted against the drafter of this Agreement, but rather in accordance with the fair meaning thereof.
22. **Dispute Resolution.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to conflict of law principles that would require the application of the laws of another state. The Fund retains its governmental immunity except to the extent it is waived by the legislature. The parties agree that the following adjudication procedures apply to any legal dispute, and that the Fund Member's right to file suit against the Fund is contingent upon compliance with these procedures pursuant to Texas Local Government Code section 271.154:
- Prior to filing suit, the Fund Member must comply with all of its obligations under this Agreement and any specific Coverage Agreement including an appeal to the Fund Board as described by Section 12 of this Agreement. A good-faith appeal to the Fund Board is a pre-suit adjudication procedure that is required before litigation by a Fund Member against the Fund.
 - Prior to filing suit, the Fund Member will participate in good faith in mediation in Travis County, Texas before a mediator approved by both parties; and
 - Any suit against the Fund must be brought in Travis County, Texas.

In the event of a lawsuit or formal adjudication between Fund Member and the Fund, the prevailing party is entitled to recover reasonable and necessary attorneys' fees and expenses, including expert fees, that are equitable and just.

Waiver and Estoppel. No provision of this Agreement will be deemed waived by either party unless expressly waived in writing by the waiving party. No waiver shall be implied by delay or any other act or omission. No waiver by either party of any provision of this Agreement shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision. Estoppel may not be asserted against either party so as to prevent that party from enforcing or insisting on the other party's compliance with any provision of this Agreement.

Assignment. This Agreement or any duties or obligations imposed by this Agreement shall not be assignable by Fund Member without the prior written consent of the Fund. Fund Member shall not transfer any interest in Fund claim related payments to any third party, including, but not limited to litigation finance companies, attorneys, banks, public adjusters, architects, engineers, or contractors. Any action by the Fund Member which grants or attempts to grant to any third party an interest in or control over any claim payment, including, but not limited to, the Member's entry into a contingent fee contract, will immediately suspend any obligation by the Fund to make any claim payment under this Agreement. The obligation of the Fund to make any such claim payments shall not be restored unless and until the Fund Member provides the Fund with evidence reasonably satisfactory to the Fund that any such transfer or attempt to transfer an interest in or control over such claim payment to a third party has effectively been terminated.

23. **Authorization.** By the execution of this Agreement, the undersigned individuals warrant that they have been authorized by all requisite governance action to enter into and to perform the terms and conditions of this Agreement and that the Fund Member authorizes the Program Coordinator or Chief Executive Officer to approve and bind the Fund Member to any current or future CCS entered into under this Agreement
24. **Notice.** Unless expressly stated otherwise in this Agreement, any notice required or provided under this Agreement by either party to the other party shall be in writing and shall be sent by first class mail, postage prepaid or by a carrier for overnight service or by electronic means typically used in commerce. Notice to the Fund shall be sufficient if made or addressed as follows: TASB Risk Management Fund, P.O. Box 301, Austin, Texas 78767-0301, or tasbrmf@tasbrmf.org. The Fund's required notice address may be updated through explicit written or electronic notice to Fund Members. Notice to a Fund Member shall be sufficient if addressed to the Program Coordinator or Fund Member's Chief Executive Officer and mailed to Fund Member's physical or electronic address of record on file with the Fund.
25. **Miscellaneous.** These provisions apply throughout this Agreement:
- Fund reference.** Any reference to the Fund in this Agreement includes reference to its designees.
 - CCS reference.** References to a Contribution and Coverage Summary (CCS) includes a reference to all separate coverage portions of a CCS and/or any similar service agreement between the Fund and a Fund Member.
 - "Including."** Unless the context requires otherwise, the term "including" means "including but not limited to."
 - Successors.** This Agreement binds and inures to the benefit of the parties and their successors.
 - Headings.** The headings are for convenience only and do not affect the interpretation of this Agreement.

26. **Signatures/Counterparts.** The failure of a party to provide an original, manually executed signature to the other party shall not affect the validity or enforceability of this Agreement. Either party may rely upon a facsimile or imaged signature as if it were an original. This Agreement may be executed in several separate counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

WHEREFORE, the parties agree to be bound by this Agreement by signing below.

For FUND MEMBER: **Lockhart ISD**

By: _____

Date: _____

Signature of Fund Member's Authorized Representative

Printed Name of Fund Member's Authorized Representative

Date approved by Fund Member's Board of Trustees: _____

For TASB Risk Management Fund Use Only

For TASB RISK MANAGEMENT FUND:

By: _____

Date: _____

Chair, TASB Risk Management Fund Board of Trustees

TASB Risk Management Fund Interlocal Participation Agreement Frequently Asked Questions

What is the IPA?

The Interlocal Participation Agreement (IPA) is the foundational agreement of the TASB Risk Management Fund (Fund). The Fund is a self-funded risk pool, and the IPA is the agreement through which Fund Members participate in the Fund. The IPA sets out the basic terms, conditions, and requirements of Fund membership.

Through an executed IPA, Fund Members may participate in the various lines of coverage offered by the Fund. Membership in each specific Fund program is created and controlled through a Contribution and Coverage Summary (CCS).

The IPA is approved once by each Fund Member's board. It remains in effect until the Fund Member ceases to participate in at least one Fund coverage program or the Fund terminates the IPA.

Does the IPA require Board approval?

Yes. The Fund is an interlocal entity formed under the provisions of Chapter 791 of the Texas Government Code. This law requires that an interlocal agreement be authorized by the governing body of each party to the agreement.

What is the effective date of the IPA?

The amended IPA is effective on May 1, 2022, for all Fund Members. Members should return a board-approved IPA prior to May 13, 2022. If the Fund Member takes no action, the IPA will still go into effect.

For Members who take no action, renewal proposals for coverage on or after May 1, 2022, will be contingent on the member returning a board-approved IPA. Coverage effective on or after May 1, 2022, will not be renewed without a properly executed IPA.

Members may also terminate coverage in all Fund programs effective April 30, 2022, by providing written notice to the Fund by April 29, 2022.

Why is the IPA Changing?

The IPA was last approved by the Fund Board in April 2012 as a universal IPA covering all Fund programs. It has not been modified since 2012. The Fund reviews and updates its IPA at least once every ten years or more frequently, as needed.

The amendments to the IPA focus on three separate areas: 1) clarity of purpose and meaning, 2) updating Fund Member duties and obligations, and 3) revising the dispute resolution provisions.

What are the specific changes to the IPA?

A thorough explanation of the changes is included in this document on the following page.

Can my organization make changes to the IPA?

No. This IPA was approved by the TASB Risk Management Fund Board on November 12, 2021, and is effective on May 1, 2022. The IPA is a Board-approved agreement and is universal. All members of the Fund agree to the same terms of participation.

What if my organization doesn't agree to the terms of the new IPA?

Fund Members who do not agree to the terms of the new IPA may terminate coverage in all Fund programs effective April 30, 2022, by providing written notice to the Fund by April 29, 2022, prior to the IPA going into effect on May 1, 2022.

Who can I contact for additional information?

General questions can be directed to your Risk Management Marketing Consultant. If your questions are specific to the terms of the IPA, please contact Paul Taylor, Director of Legal and Regulatory Affairs in TASB Risk Management Services, at paul.taylor@tasb.org.

What are the steps for signing and returning the IPA?

As part of the Board approval process, the Board may authorize an administrator to sign the IPA. Electronic signatures are acceptable. The date of Board approval must be recorded on the signature page.

Please return the executed IPA to tasbrmf@tasbrmf.org no later than May 13th, 2022. Once the executed IPA is received, it will be countersigned by the Fund and a copy will be provided for your records.

Explanation of Changes to the IPA

The amendments to the IPA focus on three separate areas: 1) clarity of purpose and meaning, 2) updating Fund Member duties and obligations, and 3) revising the dispute resolution provisions.

Clarity:

- Section 2, **Program Participation**, removes references to the original Fund programs to allow expansion of programs and services by the Fund.
- Section 5, **Agreement to Pay Contributions**, now separately addresses situations where Fund Members fail to pay contributions or fail to repay the Fund any other amounts owed. The adjusted contribution provision is also moved to this section.
- Section 6, **Contribution and Coverage Summary**, states the CCS, Coverage Agreements, Endorsements, and Addenda are incorporated into the IPA as one agreement.
- Section 8, **Other Duties of Fund Member**, is expanded to address Cooperation and Access and authorizes the Fund access to member data held by the Fund's administrator and its other affiliated entities.
- Section 11, **Subrogation and Assignment of Rights**, combines the two former sections on Subrogation into one section.

Updates to Member Duties and Obligations:

- Section 4, **Termination**, specifies that a Fund Member attempting to terminate the agreement after their renewal term begins still owes the full contribution amount.
- Section 7, **Loss Prevention**, states that loss prevention recommendations are given without warranty.
- Section 15, **Fund Member's Designation of Coordinator**, states the Fund Member must appoint an employee with appropriate authority as Program Coordinator and may not delegate communication to a third-party.
- Section 16, **Risk Sharing Agreement**, states the IPA is a risk sharing and risk participation agreement and is not a contract of insurance. This section also provides that any ambiguity in the agreement will not be construed against the Fund.
- Section 23, **Authorization**, states the Fund Member authorizes the Program Coordinator or CEO to approve and bind current and future agreements with the Fund.
- In addition to the authorized signature, the new IPA requires entry of the date of approval of the IPA by the Fund Member's Board of Trustees.

Revisions to Dispute Resolution provisions:

- Section 22, **Dispute Resolution**, requires an appeal to the Fund Board and mediation in Travis County, before pursuing litigation. The IPA requires that a suit against the Fund be filed in Travis County.
- A **Waiver and Estoppel** provision is added to the IPA to ensure that the parties to the agreement can enforce the contractual provisions in the IPA.
- The **Assignment** clause is updated and moved to Section 22 and states that a Fund Member may not transfer any interest in claim-related payments from the Fund to a third party. Action by the Fund Member which grants or attempts to grant interest or control over any claim payments suspends the Fund's obligation to make any claim payments under the agreement. This provision prohibits assignments to a third-party under a contingency fee contract or similar agreement.

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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Date of Board Meeting:

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Resolution

Texas Association of School Boards Superintendent of the Year

The _____ Independent School District Board
on this date, _____, resolved to
nominate _____, Superintendent of Schools,
for his/her exemplary and visionary leadership toward improving student
performance in our schools.

School Board President

(Note: You may add more personalized resolution language, but it is not necessary for this part of the SOTY process. Individual trustees also should sign the resolution.)