

**The Lockhart Independent School District
Board of Trustees
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,
Lockhart, TX 78644
Regular Meeting, June 27, 2022 – 6:30 PM**

Notice is hereby given that on June 27, 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. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order
2. Pledge of Allegiance
3. Invocation
4. PUBLIC MEETING
 - A. Public Meeting for 2022-2023 Budget and Proposed Tax Rate 4
5. Recognitions
 - A. THSCA Academic All State
 - B. Introduction of the Assistant Superintendent of Curriculum & Instruction
6. Public Comment
7. CLOSED SESSION:
 - A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.071 (Consultation with Attorney); Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074, (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) and Texas Government Code Section 551.087 (Deliberation Regarding Economic Development Negotiations) specifically to discuss:
 1. Consultation with legal counsel regarding appraised value limitation application from Project Evergreen. Tex. Gov't Code, Sections 551.071 and 551.087.
 2. Superintendent's Performance Review
8. Business: Consent Agenda
 - A. Approve Minutes
 1. May 16, 2022 10
 2. June 6, 2022 14
 - B. Approve Resolution Classifying Funds as Committed for 2021-2022 Financial Statements 16
 - C. Approve Final Amended Budget for 2021-2022 23
 - D. Approve 2022-2023 ESC-13 Commitment Forms 28
 - E. Approve Agreement Between Lockhart ISD and Communities In Schools of Central Texas, 2022-2023 34
 - F. Approve Amendment to Transportation Management Services contract with Goldstar Transit 41
 - G. Approve SSC Contract Renewal 43
 - H. Approve Change in Board Policy CH (Local) and CV (Local) 45
 - I. Approve Board Resolution for Utility Easement for Navarro Elementary Portables 51
 - J. Approve Amendments to the 2022-2023 Compensation Plan 65
 - K. Approve Interlocal agreement between Purchasing Cooperative of America and Lockhart ISD for Purchasing Cooperative Services 68

L. Review Request for Advanced Class Waivers for Extracurricular Participation	74
M. Review Cash Investment Report	76
N. Review Tax Collection Report	79
9. COMMUNICATION	
A. District Improvement Plan and Campus Improvement Plans Final Update for the 2021-2022 School Year	82
B. State of Texas Assessments of Academic Readiness (STAAR) Report	433
C. Review Special Education Contracts RFQ	435
D. Renewal of Tutoring Contracts for School Year 2022-23	437
E. Review Pizza RFP	439
F. Review Food Service Equipment RFP	441
10. COMMUNICATION/ACTION	
A. Consider and/or Approve 2022-2023 Budgets for Maintenance and Operation Fund, Debt Service Fund, School Nutrition Fund and Maintenance Tax Note Debt Service Fund	443
B. Consideration and possible action to adopt Board Resolution to increase local leave days for employees due to COVID-19	448
C. Consider and/or Approve the TEA Low Attendance Waivers	452
D. Consider and/or Approve Delegate and Alternate for Texas Association of School Boards (TASB) 2022 Convention Delegate Assembly	455
11. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*	
12. BENEDICTION	
13. ADJOURNMENT	

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

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

Texas Government Code Section:

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

551.084 Investigation; Exclusion of Witness from Hearing

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

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

On this day of June 23, 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.



Superintendent

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Lockhart ISD will hold a public meeting at 06/27/2022 06:30 PM in ML Cisneros Education Support Center, 419 Bois D'Arc Lockhart, TX

The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.

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

Maintenance Tax \$ 0.872000 /\$100 (Proposed rate for maintenance and operations)

School Debt Service Tax
Approved by Local Voters \$ 0.257700 /\$100 (proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

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

Maintenance and operations	<u>5.07</u>	% increase	or		%	(decrease)
Debt service	<u>6.97</u>	% increase	or		%	(decrease)
Total expenditures	<u>5.23</u>	% increase	or		%	(decrease)

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

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$ <u>2,704,652,506</u>	\$ <u>3,784,842,341</u>
Total appraised value* of new property**	\$ <u>67,655,526</u>	\$ <u>127,739,120</u>
Total taxable value*** of all property	\$ <u>2,269,569,996</u>	\$ <u>2,954,933,561</u>
Total taxable value*** of new property**	\$ <u>66,983,416</u>	\$ <u>123,200,423</u>

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04(8).

** "New property" is defined by Tax Code Section 26.012(17).

*** "Taxable value" is defined by Tax Code Section 1.04(10).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$ 59,829,961

* Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	<u>Maintenance & Operations</u>	<u>Interest & Sinking Fund*</u>	<u>Total</u>	<u>Local Revenue Per Student</u>	<u>State Revenue Per Student</u>
Last Year's Rate	\$ 0.872000	\$ 0.257700 *	\$ 1.129700	\$ 4,250	\$ 6,339
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$ 0.925120	\$ 0.260780 *	\$ 1.185890	\$ 5,169	\$ 5,534
Proposed Rate	\$ 0.872000	\$ 0.257700 *	\$ 1.129700	\$ 5,048	\$ 5,770

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

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

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$ 191,352	\$ 265,064
Average Taxable Value of Residences	\$ 150,962	\$ 161,010
Last Year's Rate Versus Proposed Rate per \$100 Value	\$ 1.129700	\$ 1.129700
Taxes Due on Average Residence	\$ 1,705	\$ 1,818
Increase (Decrease) in Taxes		\$ 114

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

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is 1.156800. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of 1.156800.

Fund Balances

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

Maintenance and Operations Fund Balance(s)	\$ 14,427,151
Interest & Sinking Fund Balance(s)	\$ 1,890,774

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

2022-2023 PROPOSED BUDGET

	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
	Proposed	Proposed	Proposed	Proposed	Proposed
	Budget	Budget	Budget	Budget	Budget
	M&O	Debt Service	Maint Tax Note	School Nutrition	Grand Total
Estimated beginning fund balance 7/1	\$ 18,725,646	\$ 6,120,921	\$ -	\$ 1,440,037	\$ 26,286,604
LOCAL REVENUE SOURCES	\$ 23,937,684	\$ 7,145,875	\$ -	\$ 240,000	\$ 31,323,559
STATE REVENUE SOURCES	35,769,988	-	-	\$ 16,323	\$ 35,786,311
FEDERAL REVENUE SOURCES	500,000	-	-	\$ 4,039,834	\$ 4,539,834
TRANSFERS IN	-	-	376,570	\$ -	\$ 376,570
ESTIMATED TOTAL REVENUES	\$ 60,207,672	\$ 7,145,875	\$ 376,570	\$ 4,296,157	\$ 72,026,274
SALARIES/BENEFITS	\$ 44,728,528	\$ -	\$ -	\$ 1,950,000	\$ 46,678,528
CONTR/PROF SERV	9,886,311	-	-	191,111	\$ 10,077,422
SUPPLIES/MAT'LS	2,177,661	-	-	2,119,778	\$ 4,297,439
OTHER OPER COST	3,098,177	-	-	15,800	\$ 3,113,977
DEBT SERV COSTS	55,000	7,130,930	376,570	-	\$ 7,562,500
CAPITAL OUTLAY	205,506	-	-	-	\$ 205,506
TRANSFERS OUT	626,570	-	-	-	\$ 626,570
ESTIMATED TOTAL EXPENDITURES	\$ 60,777,753	\$ 7,130,930	\$ 376,570	\$ 4,276,689	\$ 72,561,942
Net increase (decrease) to fund balance:	\$ (570,081)	\$ 14,945	\$ -	\$ 19,468	\$ (535,668)
Estimated ending fund balance 6/30	\$ 18,155,565	\$ 6,135,866	\$ -	\$ 1,459,505	\$ 25,750,936

BUDGET COMPARISON
2022-2023 PROPOSED BUDGET TO 2021-2022 FINAL PROPOSED BUDGET

		2021-22	2022-23	
Function	Function Description	Final Proposed Budget	Proposed Budget	Change
XXX E 00 ----	TRANSFERS OUT	373,632	626,570	\$ 252,938
XXX E 11 ----	INSTRUCTION	34,707,695	35,773,002	\$ 1,065,307
XXX E 12 ----	INST. RESOURCES & MEDIA SVCS	634,541	616,766	\$ (17,775)
XXX E 13 ----	CURRICULUM DEV.& INST.STF DEV	891,345	1,016,491	\$ 125,146
XXX E 21 ----	INSTRUCTIONAL LEADERSHIP	626,929	531,185	\$ (95,744)
XXX E 23 ----	SCHOOL LEADERSHIP	3,397,094	3,435,722	\$ 38,628
XXX E 31 ----	GUIDANCE & COUNSELING	1,032,673	1,291,219	\$ 258,546
XXX E 32 ----	SOCIAL WORK SERVICES	182,042	169,857	\$ (12,185)
XXX E 33 ----	HEALTH SERVICES	506,490	551,813	\$ 45,323
XXX E 34 ----	PUPIL TRANSPORTATION	3,580,804	3,240,000	\$ (340,804)
XXX E 35 ----	FOOD SERVICES	4,005,806	4,055,578	\$ 49,772
XXX E 36 ----	COCURR./EXTRACURR.ACTIVITIES	1,838,253	1,631,687	\$ (206,566)
XXX E 41 ----	ADMINISTRATIVE SUPPORT SERVICE	2,593,852	2,811,898	\$ 218,046
XXX E 51 ----	PLANT MAINTENANCE & OPERATIONS	5,628,444	5,767,281	\$ 138,837
XXX E 52 ----	SECURITY & MONITORING SERVICES	303,946	269,080	\$ (34,866)
XXX E 53 ----	DATA PROCESSING SERVICES	1,347,809	969,196	\$ (378,613)
XXX E 61 ----	COMMUNITY SERVICES	34,638	1,638	\$ (33,000)
XXX E 71 ----	DEBT SERVICES	5,718,900	7,185,930	\$ 1,467,030
XXX E 81 ----	CAPITAL OUTLAY	1,958,139	0	\$ (1,958,139)
XXX E 93 ----	PAYMENTS TO FISCAL AGENTS\MBRS	1,688,594	1,750,459	\$ 61,865
XXX E 99 ----	INTERGOVERNMENTAL EXPENSE	460,000	490,000	\$ 30,000
XXX E -- ----	Expense	\$ 71,511,626	\$ 72,185,372	\$ 673,746

Minutes of Regular Meeting

The Board of Trustees

Lockhart Independent School District

A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, May 16, 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 at 6:30 PM by Board President Michael Wright. Other members present were Dr. Barbara Sanchez, Rene Rayos, Rebecca Pulliam, Sam Lockhart, Tom Guyton, and Warren Burnett.
2. Presentation of Colors by JROTC
3. Invocation was given by Warren Burnett
4. Recognitions
 - A. Special Olympics Athletes
 - B. Elementary & Junior High Million Word Readers
 - C. FIRST LEGO League Winners
 - D. Lockhart High School HOSA State Qualifiers and Lockhart Junior High HOSA International Qualifiers
 - E. Technology Student Association (TSA) - State Competitors
 - F. THSCA Academic All State for Tennis & Soccer
 - G. Lockhart High School Eagle Scout Recipient Cole Heger
 - H. LISD Reading Academy Leadership

5. Public Comment

Two parents, Alexis Jennings and Tom Dunn spoke on the coaching shortage; concerns with the Athletic program.

6. CLOSED SESSION:

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

1. Superintendent's Monthly Performance Review

The Board of Trustees on Monday, May 16, 2022 convened at 7:29 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the Texas Government Code Section 551.072 (Deliberation Regarding Real

Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee) and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed session at 8:26 PM on Monday, May 16, 2022. No votes, decisions, or actions were taken while in closed session.

7. Business: Consent Agenda

A. Approval of Minutes:

1. April 25, 2022

2. May 9, 2022

B. Approve 2022-2023 Board of Trustees Regular Meeting Schedule

C. Approve SSC Contract Renewal

D. Approve Budget Amendments

E. Review Cash Investment Report

F. Review Tax Collection Report

The Board pulled item 7-C.

Trustee Guyton approved the consent agenda with the exception of item 7-C as presented. Trustee Lockhart seconded the motion. The motion carried, 7-0.

8. COMMUNICATION

A. School Health Advisory Committee Report

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

B. Leader in Me Presentation

This presentation was given by Tricia Hassell, Leader In Me Austin Metro Client Partner. No action was taken.

C. Gaining Early Awareness & Readiness for Undergraduate Readiness (GEAR UP) UT Grant Update

This presentation was given by Gerra Murray, Mary Perez, and Samuel Marquez, GEAR UP coordinators. No action was taken.

D. 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.

E. Review 2022-2023 ESC-13 Commitment Forms

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

F. Review 2022 Tax Rate to be Published

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

G. Review Date for Public Meeting on 2022-2023 Budget

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

H. Review List of Vendor Purchases in Excess of \$50,000 for the 2022-2023 School Year

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

I. Review RFP for Attendance Tracking / Communication Software

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

9. COMMUNICATION/ACTION:

A. Consider and/or Approve 2022-2023 Employee Compensation Plan

Trustee Rayos made the motion that the Board approve the 2022-2023 Employee Compensation Plan be approved as presented. Trustee Sanchez seconded the motion. The motion carried, 7-0.

B. Consider and/or Approve Staffing for the 2022-2023 School Year

Trustee Sanchez made the motion that the Board approve the proposed new staff positions, staff adjustments, and stipends for the 2022-2023 school year. Trustee Guyton seconded the motion. The motion carried, 7-0.

C. Consider and/or Approve RFP for Third Party Medical Products

Trustee Guyton made the motion that the Board approve Kempton Group's proposal for RFP 22-005 Third Party Medical Products as the Third Party Administrator. Trustee Burnett seconded the motion. The motion carried, 7-0.

D. Consider and/or Approve Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Human Sexuality Instruction

Trustee Rayos made the motion that the Board approve the Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Human Sexuality Instruction. Trustee Guyton seconded the motion. The motion carried, 7-0.

E. Consider and/or Approve TASB Advocacy Agenda

Trustee Sanchez made the motion that the Board approve the TASB Advocacy Agenda for the 88th Texas Legislative Session as presented. Trustee Pulliam seconded the motion. The motion carried, 7-0.

F. Consider and/or Approve Lockhart ISD District of Innovation Renewal Plan

Trustee Guyton made the motion that the Board approve the Lockhart ISD District of Innovation Plan as presented. Trustee Sanchez seconded the motion. The motion carried, 7-0.

10. BOARD AND STAFF COMMENTS-ITEMS OF COMMUNITY INTEREST*
11. BENEDICTION was given by Trustee Guyton
12. ADJOURNMENT was at 10:08 p.m. by Board President Michael Wright

Michael Wright, Board President

Tom Guyton, Board Secretary

Minutes of Special Meeting

The Board of Trustees Lockhart Independent School District

A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, June 6, 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 at 6:30 P.M. by Board President Michael Wright. Other members present were Dr. Barbara Sanchez, Rene Rayos, Sam Lockhart, Warren Burnett, and Tom Guyton. Rebecca Pulliam was absent.

2. Public Comment

None.

3. COMMUNICATION:

- A. 2022-2023 Staffing and Budget Session

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

4. COMMUNICATION/ACTION:

- A. Approve CSP for Plumbing for Portables at Navarro

Trustee Sanchez made the motion that the Board approve AirCo Mechanical LTD's proposal for CSP 22-006 for Portable Plumbing Connections in the amount of \$50,927.75 For the Plumbing Contractors, if a satisfactory contract cannot be negotiated with AirCo Mechanical LTD for Plumbing Connections the District shall: 1) Formally end negotiations with that provider; 2) Select the next most highly qualified provider; and 3) negotiate a contract with that provider at a fair and reasonable price.

In order of selections by most qualified plumbing contractor:

1. AirCo Mechanical LTD
2. Coppera, LLC

Trustee Guyton seconded the motion. The motion carried, 6-0.

- B. Approve Date for Public meeting on 2022-2023 Budget

Trustee Sanchez made the motion that the Board approve June 27, 2022 as the date for the public meeting for the budget and tax rate. Trustee Rayos seconded the motion. The motion carried, 6-0.

C. Approve 2022 Tax Rate to be Published

Trustee Sanchez made the motion that the Board approve a 2022 maintenance and operations tax rate of \$0.8720 and an interest and sinking tax rate of \$0.2577, for a combined tax rate of \$1.1297 to be published. Trustee Rayos seconded the motion. The motion carried, 6-0.

D. Approve RFP for External Auditor Services

Trustee Rayos made the motion that the Board approve Pattillo, Brown & Hill's proposal for RFP 22-004 for External Audit Services. Trustee Sanchez seconded the motion. The motion carried, 6-0.

E. Approve Staffing for the 2022-2023 School Year

Trustee Guyton made the motion that the Board approve the proposed new staff positions for the 2022-2023 school year as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.

5. ADJOURNMENT was at 7:02 p.m. by Board President Michael Wright.

Michael Wright, Board President

Tom Guyton, Board Secretary

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Committed Fund Balance As of June 30, 2022

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/27/22
ADMIN/TECH						
Slide for Bluebonnet Elementary	Dunrite Playground	9410011944	199 51 6319 34 936 0 99	\$ 5,175.74	\$ -	\$ 5,175.74
Capital Outlay: AED	American AED	330000762	199 33 6397 00 999 0 99	\$ 1,545.00	\$ -	\$ 1,545.00
Capital Outlay: batteres for AED	American AED	330000763	199 33 6395 00 999 0 99	\$ 3,750.30	\$ -	\$ 3,750.30
capital outlay : wireless bridgets	Intech	4110003030	196 11 6397 00 999 0 99	\$ 16,794.00	\$ -	\$ 16,794.00
Capital Outlay: Printers for testing	Southern Computer Warehouse	4110003197	199 11 6395 00 001 0 11 C	\$ 994.74	\$ -	\$ 994.74
			199 11 6395 00 045 0 11 C	\$ 994.74	\$ -	\$ 994.74
			199 11 6395 00 101 0 11 C	\$ 497.37	\$ -	\$ 497.37
			199 11 6395 00 103 0 11 C	\$ 497.37	\$ -	\$ 497.37
			199 11 6395 00 104 0 11 C	\$ 497.37	\$ -	\$ 497.37
Engineering for Portables at Navarro	EMA Engineering & Consulting	9410012071	199 81 6629 60 103 0 99	\$ 11,000.00	\$ 6,187.50	\$ 4,812.50
Navarro Portables	Ramtech	9410012069	199 81 6629 60 103 0 99	\$ 121,680.00	\$ 97,344.00	\$ 24,336.00
Plumbing for Portable	AirCo	9410012202	199 81 6249 60 103 0 99	\$ 50,927.75	\$ -	\$ 50,927.75
Technology for Portables	Fastball	4110003215	199 81 6249 60 103 0 99	\$ 8,500.00	\$ -	\$ 8,500.00
Technology for Portables	Fastball	4110003216	199 81 6249 60 045 0 99	\$ 1,300.00	\$ -	\$ 1,300.00
Electrical for Portables	Grumbles	9360014661	199 81 6629 60 103 0 99	\$ 3,950.00	\$ -	\$ 3,950.00
Rental for Portables	United Rentals	9360014647	199 81 6629 60 103 0 99	\$ 1,072.63	\$ -	\$ 1,072.63
Electrical for Portables unused funds			199 81 6629 60 103 0 99	\$ 7,542.41	\$ -	\$ 7,542.41
Plumbing for Portables unused funds			199 81 6629 60 103 0 99	\$ 40,072.25	\$ -	\$ 40,072.25
Fencing for Portables unused funds			199 81 6629 60 103 0 99	\$ 7,000.00	\$ -	\$ 7,000.00
Technology for Portables unused funds			199 81 6399 60 103 0 99	\$ 1,044.00	\$ -	\$ 1,044.00
Sidewalks for Portables unused funds			199 81 6629 60 103 0 99	\$ 5,000.00	\$ -	\$ 5,000.00
Furniture for Bluebonnet Library	Virco	9410012172	199 12 6397 00 105 0 99 C	\$ 1,958.53	\$ -	\$ 1,958.53
Furniture for Business Office	Worthington Contract Furniture	9410012174	199 11 6397 95 999 0 99	\$ 5,497.58	\$ -	\$ 5,497.58
Playground items for Carver	Lea Park & Play	9410011794	199 81 6619 00 102 0 99	\$ 5,143.50	\$ -	\$ 5,143.50
Outdoor tables for ABS	Lea Park & Play	9410011924	199 51 6319 34 936 0 99	\$ 3,192.55	\$ -	\$ 3,192.55
Vomitories for Stadium	SturdiSteel	9410011926	199 81 6629 65 001 0 99	\$ 40,475.00	\$ -	\$ 40,475.00
Bleachers for Band at stadium	SturdiSteel	9410012055	199 36 6639 00 999 0 99	\$ 28,400.00	\$ -	\$ 28,400.00
Furniture for JHS Portable and Carver	Worthington Direct	9410012067	199 11 6395 00 102 0 11 C	\$ 1,983.30	\$ 1,652.75	\$ 330.55
			199 13 6499 00 942 0 99	\$ 167.15	\$ -	\$ 167.15
Storage for JHS instruments	Wenger	450007026	199 11 6397 00 045 0 11 C	\$ 817.36	\$ -	\$ 817.36
			199 11 6395 31 045 0 11	\$ 14.48	\$ -	\$ 14.48
Capital Outlay: Furniture for Navarro Elementary 10 tables	Virco	9410012084	199 11 6395 00 103 0 11 C	\$ 5,046.30	\$ -	\$ 5,046.30
Furniture for Navarro Portable	Virco	9410012074	199 11 6399 60 103 0 99	\$ 42,761.28	\$ -	\$ 42,761.28
Furniture for Reading Academy	Core Office Interiors	9410012131	199 13 9397 96 942 0 99	\$ 3,590.28	\$ -	\$ 3,590.28
Furniture for Navarro Front Office	Core Office Interiors	9410012127	199 23 6395 00 103 0 99 C	\$ 4,359.62	\$ -	\$ 4,359.62
Furniture for SPED	Worthington Contract Furniture	9410012129	199 21 6397 00 902 0 23	\$ 7,512.82	\$ -	\$ 7,512.82
Furniture for Bluebonnet Library	Worthington Contract Furniture	9410012132	199 12 6397 00 105 0 99 C	\$ 4,869.47	\$ -	\$ 4,869.47
Capital Outlay: One Act Play for JHS	Unit Sets LLC	9410012116	199 11 6397 10 045 0 11	\$ 4,572.00	\$ -	\$ 4,572.00
			199 11 6499 00 045 0 99 C	\$ 1,928.00	\$ -	\$ 1,928.00

Committed Fund Balance As of June 30, 2022

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/27/22
Live Love Lockhart Civil Engineer	Doucet	9410012203	199 81 6219 28 999 0 99	\$ 46,500.00	\$ -	\$ 46,500.00
Live Love Lockhart - Not Committed			199 81 6619 28 999 0 99	\$ 342,000.00	\$ -	\$ 342,000.00
Live Love Lockhart - Not Committed			199 81 6219 28 999 0 99	\$ 3,500.00	\$ -	\$ 3,500.00
Total:						\$ 738,940.64
ERATE						
ERATE Cabling	MCA Communication	9410011552	196 53 6299 45 999 0 99	\$ 77,484.14	\$ 44,566.79	\$ 32,917.35
ERATE Network Equipment Installation	Intech Southwest Services	9410011537	196 53 6299 45 999 0 99	\$ 15,950.00	\$ -	\$ 15,950.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011536	196 53 6399 45 999 0 99	\$ 6,026.40	\$ 5,206.40	\$ 820.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011535	196 53 6399 45 999 0 99	\$ 34,714.00	\$ 26,514.00	\$ 8,200.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011534	196 53 6399 45 999 0 99	\$ 29,373.00	\$ 12,973.00	\$ 16,400.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011533	196 53 6399 45 999 0 99	\$ 7,490.20	\$ 5,850.20	\$ 1,640.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011532	196 53 6399 45 999 0 99	\$ 8,724.20	\$ 6,264.20	\$ 2,460.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011531	196 53 6399 45 999 0 99	\$ 29,439.40	\$ 13,859.40	\$ 15,580.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011530	196 53 6399 45 999 0 99	\$ 17,843.80	\$ 8,098.80	\$ 9,745.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011529	196 53 6399 45 999 0 99	\$ 8,407.20	\$ 5,831.20	\$ 2,576.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011528	196 53 6399 45 999 0 99	\$ 9,455.60	\$ 6,175.60	\$ 3,280.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011527	196 53 6399 45 999 0 99	\$ 10,212.60	\$ 6,314.60	\$ 3,898.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011526	196 53 6399 45 999 0 99	\$ 11,766.80	\$ 6,614.80	\$ 5,152.00
ERATE Network Equipment Installation	Intech Southwest Services	9410011525	196 53 6399 45 999 0 99	\$ 6,343.60	\$ 2,239.60	\$ 4,104.00
Total:						\$ 122,722.35
SPED						
White board	Worthington Direct	9290008750	199 21 6397 00 902 0 23	\$ 671.65	\$ -	\$ 671.65
Total:						\$ 671.65
Maintenance						
Capital Outlay Caver Electrical panel	Dealers Electric	9360014643	199 51 6319 00 102 0 99	\$ 8,947.59	\$ -	\$ 8,947.59
Capital Outlay Signage for CTE	Lasr Signs	9360014644	199 81 6629 00 001 0 99	\$ 4,167.96	\$ -	\$ 4,167.96
Capital Outlay Security Fence at Plum Creek	Roland Landscaping	9360014687	199 81 6619 53 104 0 99	\$ 900.00	\$ -	\$ 900.00
Capital Outlay Cover Fresh Air Damper	Not issued	Not Issued	199 51 6319 00 104 0 99	\$ 5,200.00	\$ -	\$ 5,200.00
Fire Inspections	A-1 Shiner Fire & Safety	9360014673	199 51 6249 91 936 0 99	\$ 15,650.00	\$ -	\$ 15,650.00
Total:						\$ 34,865.55
High School						
Lionette Uniforms	Down Patt	0010021633	199 36 6395 28 001 0 99 C	\$ 3,875.00	\$ -	\$ 3,875.00
Total:						\$ 3,875.00
Athletics						
Football uniforms	BSN	1810010663	181 36 6399 31 999 0 91	\$ 19,762.50	\$ 649.00	\$ 19,113.50
Football helmets	Athletic Supply	1810010682	180 36 6399 11 001 0 91	\$ 8,505.00	\$ -	\$ 8,505.00
			180 36 6399 11 045 0 91	\$ 5,400.00	\$ -	\$ 5,400.00
Football Supplies	BSN	1810010697	180 36 6399 11 001 0 91	\$ 11,548.90	\$ -	\$ 11,548.90
Helmet reconditioning	Athletic Supply	1810010802	180 36 6299 02 001 0 91	\$ 4,646.08	\$ -	\$ 4,646.08

Committed Fund Balance As of June 30, 2022

Project	Vendor	PO	Account	Amount of PO	Paid Amount to Date	Amount Needed to roll over as of 6/27/22
			180 36 6299 02 045 0 91	\$ 1,500.00	\$ -	\$ 1,500.00
Tennis Supplies	BSN	1810010805	179 36 6399 25 001 0 91	\$ 2,074.50	\$ -	\$ 2,074.50
Volleyball uniforms 22-23	BSN	1810010808	181 36 6399 31 999 0 91	\$ 4,499.00	\$ -	\$ 4,499.00
Tennis Uniforms 22-23	BSN	1810010812	181 36 6399 31 999 0 91	\$ 2,378.00	\$ 1,943.00	\$ 435.00
Golf Uniforms 22-23	BSN	1810010813	181 36 6399 31 999 0 91	\$ 4,624.00	\$ -	\$ 4,624.00
Capital Outlay - Basketball Goal Repair in Main Gym	Game Court Services	1810010816	179 36 6249 00 001 0 91	\$ 19,870.00	\$ -	\$ 19,870.00
Soccer Uniforms 22-23	BSN	1810010819	180 36 6399 31 999 0 91	\$ 1,455.00	\$ -	\$ 1,455.00
Golf clothes	BSN	1810010823	179 36 6399 13 001 0 91	\$ 2,759.18	\$ -	\$ 2,759.18
Football helmets	Athletic Supply	1810010829	180 36 6399 11 001 0 91	\$ 4,379.00	\$ -	\$ 4,379.00
football cones	Athletic Supply	1810010830	180 36 6399 11 001 0 91	\$ 455.00	\$ -	\$ 455.00
					Total:	\$ 91,264.16
Food Service						
					Total:	\$ -
\$ 231,651.12	Portables and Furniture					
\$ 529,122.34	Facilities maintenance and improvement				Grand total	\$ 992,339.35
\$ 122,722.35	Network Equipment Installation					
\$ 108,843.54	Supplies and capital outlay				Totals by Fund:	
\$ 992,339.35	Fund 1XX				Fund 1XX	\$ 992,339.35
					Fund 240	\$ -
						\$ 992,339.35

RESOLUTION – COMMITTED FUND BALANCE AT JUNE 30, 2022

The Board of Trustees of Lockhart Independent School District being convened in Regular Session at ML Cisneros Education Support Center Boardroom within the boundaries of the Lockhart Independent School District, on the 27th day of June, 2022, with a quorum present in the persons of

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the Lockhart Independent School District commits the following portions of its June 30, 2022 General Fund unassigned fund balance:

BE IT RESOLVED, the District commits \$529,122.34 for facilities maintenance and/or Improvements for June 30, 2022, and;

BE IT RESOLVED, the District commits \$231,651.12 for portable buildings and/or furniture and;

BE IT RESOLVED, the District commits \$122,722.35 for Network Equipment Installation, and;

BE IT RESOLVED, the District commits \$108,843.54 for outstanding encumbrances for supplies and capital outlay at fiscal year-end for June 30, 2022.

Michael Wright, President
Lockhart I.S.D. Board of Trustees

Tom Guyton, Secretary
Lockhart I.S.D. Board of Trustees

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart ISD
Final Budget Amendment
June 27, 2022

								21-22	DR (CR)	New
								Appropriation	Amendment	Appropriation
FND	FN	OBJ	SO	ORG	YR-PIC	Code Description				
1. To record the final budget amendment for 2021-2022 for the General Fund Revenues:										
199	00	5711	00	000	000000	Taxes, Current Year Levy		17,451,879	471,000	17,922,879
199	00	5712	00	000	000000	Taxes, Prior Years		400,000	120,000	520,000
199	00	5716	00	000	000000	Taxes, Prior Years, Penalty & Interest		100,000	54,679	154,679
199	00	5717	00	000	000000	Vehicle Inventory Tax		5,000	2,776	7,776
199	00	5719	00	000	000000	Taxes, Current Year Penalty & Interest		75,000	33,017	108,017
199	00	5742	00	000	000000	Earnings from Deposits		125,000	(75,000)	50,000
199	00	5743	32	000	000000	Facility Rental Income		-	20,000	20,000
199	00	5743	34	000	000000	Facility Rental Income - Bus Barn		-	18,000	18,000
199	00	5744	00	000	000000	Scoreboard Sponsorship		-	9,672	9,672
199	00	5744	06	000	000000	Preferred Partner Sponsorship		-	12,200	12,200
199	00	5745	00	000	000000	Insurance Recovery		-	43,138	43,138
199	00	5749	00	000	000000	Other Revenues		25,000	148,000	173,000
199	00	5749	36	000	000000	Amex Rebate		5,000	2,505	7,505
199	00	5769	00	000	000000	Erate Funds		-	532,800	532,800
199	00	5811	00	000	000000	Available School Fund		1,155,836	1,796,689	2,952,525
199	00	5812	00	000	000000	Foundation School Fund		35,589,146	(3,046,221)	32,542,925
199	00	5812	18	000	000000	FSP - Transportation		1,077,331	(228,206)	849,125
199	00	5819	00	000	000000	FSP - Other		-	46,978	46,978
								56,009,192	(37,973)	55,971,219
2. To record the final budget amendment for 2021-2022 for the General Fund Expenditures:										
199	00	8911	00	000	000000	Operating Transfer Out - Community Ed		-	150,000	150,000
199	11	6119	00	045	011000	Professional Salaries		3,406,802	(100,000)	3,306,802
199	11	6119	00	105	011000	Professional Salaries		1,825,810	(95,000)	1,730,810
199	11	6219	69	999	024000	Professional Contracted Services		302,865	(185,000)	117,865
199	12	6119	00	105	099000	Professional Salaries		22,057	15,000	37,057
194	31	6119	00	001	024000	Professional Salaries		184,030	150,000	334,030
194	31	6119	00	999	029022	Professional Salaries		-	100,000	100,000
197	31	6119	00	001	022000	Professional Salaries		97,953	100,000	197,953
199	32	6129	07	001	099000	Paraprofessional salaries		27,187	12,500	39,687
199	32	6129	07	045	099000	Paraprofessional salaries		12,553	12,500	25,053
199	33	6112	75	999	099000	Substitutes		-	15,000	15,000
199	33	6129	00	104	099000	Paraprofessional salaries		-	26,100	26,100
199	33	6129	00	106	099000	Paraprofessional salaries		20,434	10,750	31,184
199	33	6119	00	999	099000	Professional Salaries		69,924	20,000	89,924
199	34	6294	00	902	023000	Bus Transportation Contract		830,089	(200,000)	630,089
199	34	6294	00	999	099000	Bus Transportation Contract		2,277,540	(286,850)	1,990,690
199	41	6119	00	701	099000	Professional Salaries		217,677	30,000	247,677
199	71	6512	00	999	099000	Capital Lease Payment		49,254	5,000	54,254
199	93	6492	00	902	023000	Payments to Fiscal Agents (Co-op)		1,688,594	200,000	1,888,594
199	99	6213	00	703	099000	Tax Appraisal and Collection		460,000	20,000	480,000
								11,492,769	-	11,492,769

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:

Administrative Services

ACPC01	Purchasing Cooperative ESC 20 2022-2023	\$87500	\$0.00
		Subtotal:	\$87500 \$0.00

Curriculum and Instruction

ADDES01ADDES01	Discovery Education Experience (DEX) Streaming Media 2022 - 2023 Discovery Education Experience (DEX) Streaming Media 2022 - 2023	\$11,949.60	\$11,949.60
ACTR01	TEKS Resource System (Curriculum) 2022 - 2023		\$29,720.52
		Subtotal:	\$41,670.12

Information Services

ADDL01	Distance and Digital Learning Network 2022 - 2023		\$3,000.00
ADTSDS01	TSDS PEIMS Cooperative 2022 - 2023		\$4,000.00
		Subtotal:	\$7,000.00

School and Admin Support

ACCSSC01	Counselor Support Services Cooperative 2022-2023		\$4,000.00
ACEDU01	eduphoria! 2022 - 2023 Request SLA	\$31,366.40	\$0.00
		Subtotal:	\$4,000.00

Special Programs

ACBEC01	Bilingual/ESL Cooperative for Districts Not in the Title III SSA 2022-2023		\$5,000.00
ACSCE01	SCE Special Allotment Cooperative 2022-2023		\$1,000.00
ACME01	ESSA Title I, Part C Migrant Education Program SSA 2022-2023		\$0.00
		Subtotal:	\$6,000.00
		Total:	\$58,670.12

\$ 35,366.40

\$ 90,911.52

**Subscription Purchasing Agreement for Renewing Districts
 2022-2023**

School District/Charter Name: LOCKHART ISD

The above listed district/charter agrees to purchase *Eduphoria!* and/or *TEKS Bank Item Bank* from Education Service Center Region 13 during the 2022-2023 school year.

Description:

ESC Region 13, in an agreement with *Eduphoria!*, will support the *Eduphoria! Premium Suite* or other *Eduphoria!* products for Region 13 districts. The suite includes Forethought, Workshop, Appraise/PDAS, Helpdesk, Formspace, and Facilities & Events. *TEKS Bank Item Bank* is supported through Education Service Center, Region 10 with the assistance of ESC Region 13.

Education Service Center Region 13 agrees to:

- Provide full access to the *Eduphoria!* online system.
- Coordinate with Region 10 *TEKS Bank* team and *Eduphoria!* on end-user issues.
- Provide consultation and technical assistance.
- Provide fee-based training for teachers, leaders and system administrators.

Each participating school district agrees to:

- Designate a district contact/representative for coordination purposes, including but not limited to, maintenance of district databases, allocation of district level accounts, and participation in update training.
- Abide by the terms of the District User License Agreement.
- **Provide the ESC *Eduphoria!* Team contact with a system administrator district login.**

2022-2023 Pricing information for renewing district licenses *Eduphoria!/TEKS Bank*

DESCRIPTION	FEE	# of Units	EXT PRICE
Premium Suite (all six applications)	\$ 2600	9	23,400.00
Aware (Maintenance)	\$ 1650		0.00
Aware Test Builder Only	\$ 350		0.00
Instructional Package (Aware+Strive+Forethought)	\$ 3350		0.00
Strive Only	\$ 1060		0.00
TEKS Bank Item Bank Cost per Student	\$ 1.30	6,128	7,966.40
District Enrollment Count October 2021*: 6,128			
Total Cost:			\$ 31,366.40

*Source - Ask TED fall count previous school year

District PO Number	
Name of District Contact Person	
Email address	
Phone	

Please return to:

Attn: Dixie Binford
 dixie.binford@esc13.txed.net
 512-919-5148

2013 PURCHASING COOPERATIVE

ESC-20 Participation Commitment for 2022-2023

District Name: Lockhart ISD County/District Number: 028902

Education Service Center, Region 20 (Center) and the above named school district or open enrollment charter school (District) enter into the following cooperative service arrangement for the 2022-2023 school year, August 1, 2022 through July 31, 2023:

The Center will:

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

The District will:

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

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

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

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

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

2013 PURCHASING COOPERATIVE

ESC-20 Participation Commitment for 2022-2023

District Name: Lockhart ISD County/District Number: 028902

Please circle options:

OPTION 1	\$875		
OPTION 2	\$772		

Superintendent Signature: _____

ESC-20 Contact Person:

District Contact Person: Tanya Homann

Jim Metzger

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

E-mail: jim.metzger@esc20.net

(210) 370-5204

Please return by July 13, 2022 to: ESC-20 Business Office **Maintain a copy for district file.**
1314 Hines Avenue
San Antonio, TX 78208-1899

--For ESC-20 Use Only--

Revenue Codes: *Option 1 199-00-5729-00-240-300*
Option 2 199-00-5729-04-240-300

Distribution: *Business Office*

Division: *Business & Human Resources*

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:

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

This AGREEMENT for services is entered into this ____ day of _____, 2022, by and between the Lockhart ISD and Communities In Schools of Central Texas, a non-profit corporation.

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

I. Scope of Services

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

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

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

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

1. Adequate confidential space to house the CIS staff and program. 784 minimum Elementary School square feet and 1024 minimum secondary school square feet.
2. CIS staff will be considered to be performing an institutional service or function of the ISD for which it would otherwise use ISD employees at all times CIS is performing its duties under this Agreement. CIS will be permitted access to personally identifiable information subject to FERPA (20 U.S.C. § 1232g). CIS agrees to be under the direct control of the ISD and to be bound by the requirements of 34 C.F.R. 99.33 in reviewing and disclosing any personally identifiable student information.
3. Use of campus copier
4. Phone line and internet access
5. Input regarding CIS personnel who are stationed on the campus(s)
6. Assistance to CIS in collecting data on student attendance, behavior and achievement as necessary to complete reports required in this Agreement. Attached Exhibit A Data Collection Elements
7. Inclusion of CIS in the District Improvement Plan and Campus Improvement Plan(s)

II. Time of Performance

This AGREEMENT shall be for a term of twelve months, commencing on September 1, 2022 and continuing through August 31, 2023.

III. Compensation and Method of Payment

For consideration for the services to be performed by CIS under this AGREEMENT, the ISD shall pay to CIS \$ 135,000. Payment of \$67,500 shall be due and payable upon the execution of this Agreement. Balance of \$67,500 shall be due and payable on February 1, 2023.

IV. Additional Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mark Estrada, Superintendent of Schools

Suki Steinhauser, Chief Executive Officer

Date of Acceptance

Date of Acceptance

EXHIBIT A: DATA COLLECTION ELEMENTS

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

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

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

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

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

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

Authorized Signatures:

Suki Steinhauser, Chief Executive Officer
Communities In Schools

Date

Mark Estrada, Superintendent of Schools
Lockhart Independent School District

Date

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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Date of Board Meeting:

Agenda Item

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PROPOSED REVISIONS

**Purchasing
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs **\$50,000100,000** or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for
Emergency
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance

with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Procedures

To ensure the security and confidentiality of electronic bids or proposals, the following procedures shall be followed by District staff:

1. Both District users and vendors shall be required to access the system through a unique user account and password.
2. Individual user passwords shall be stored in a manner that cannot be accessed by any other user, and the District system administrator shall only have the ability to reset the password through a system-generated program based on a user request to reset a password.
3. All data transmitted between the District and vendors shall be encrypted using standard security technology.
4. The system shall limit inactivity by expiring a session based on a preset period of time.
5. All actions within the system can be audited for actions taken by any user.
6. All formal solicitations shall be electronically sealed in an electronic lockbox and not accessible to any user other than the initiating vendor.
7. The solicitation document includes, at a minimum, the date and time the bid was received by the system.
8. The system shall not allow for any late bids after the closing date and time.

PURCHASING AND ACQUISITION

CH
(LOCAL)

9. The system shall only allow for bids to be electronically unsealed by authorized District staff.
10. The system shall retain electronic copies of the vendors' responses for the minimum period of time required by the state of Texas records retention schedule or for an extended period of time if required by the District.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

PROPOSED REVISIONS

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above **\$50,000**. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

Comment: The reference above is the amount that triggers competitive bidding requirements. This is set by law.

For construction contracts valued at or above ~~\$50,000~~**\$100,000**, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Comment: The revision above would increase to \$100,000 the superintendent's authority to approve construction contracts.

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

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:

**RESOLUTION AUTHORIZING CONVEYANCE OF
ELECTRIC UTILITY EASEMENT TO CITY OF LOCKHART**

WHEREAS; the Lockhart Independent School District (hereinafter “District”) owns a tract described in a warranty deed recorded in Volume 347, Page 537 of the Official Public Records of Caldwell County, Texas, (hereinafter “Property”); and

WHEREAS, to provide and support the electrical power to improvements to the Navarro Elementary School, including portables, located at 715 Medina Street, Lockhart, Caldwell County, Texas 78644 the City of Lockhart requires an easement and right of way as set forth in the form attached and labeled Exhibit 1, Electric Utility Easement.

THEREFORE, BE IT RESOLVED:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. That the Board of Trustees of the Lockhart Independent School District (the “Board”) has determined that the Electric Utility Easement (attached Exhibit 1) is necessary to meet the foreseeable needs of the District for educational purposes.
3. That the Board has determined that the Electric Utility Easement should be conveyed to the City of Lockhart.
4. That the Board delegates to the Superintendent any further negotiation of the Electric Utility Easement as necessary to finalize the conveyance to the City of Lockhart.
5. That the President of the Board of Trustees is authorized to execute the final Electric Utility Easement to affect the conveyance of the Easement to the City of Lockhart.
6. That it is hereby found, determined and declared that sufficient written notice of the date, time, place and subject of the meeting of the Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting, as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Board further ratifies, approves and confirms such written notice and posting thereof.

PASSED AND ADOPTED this ____ day of _____, 2022.

By: _____
Michael Wright, President
Board of Trustees
Lockhart Independent School District

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Lockhart Independent School District during a meeting on the ____ day of _____, 2022. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this ____ day of _____, 2022.

Tom Guyton, Secretary
Board of Trustees
Lockhart Independent School District

ELECTRIC UTILITY EASEMENT

THE STATE OF TEXAS §
COUNTY OF CALDWELL §

The BOARD OF TRUSTEES for the LOCKHART INDEPENDENT SCHOOL DISTRICT, (hereinafter “GRANTOR”), for TEN DOLLARS AND NO CENTS (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by GRANTOR, grants, sells, and conveys an easement and right of way to the CITY OF LOCKHART (hereinafter “GRANTEE”) for the sole purpose of an electric distribution line to serve GRANTOR’S facilities that also include the installation and maintenance of variable number of wires and required and necessary appurtenances (such as the installation, maintenance and improvement of poles made of wood, metal or other materials, telecommunications wires, props, guys, and anchors) over, across and upon the following described real property (hereinafter “Property”) located at 715 Medina Street, Lockhart, Caldwell County, Texas 78644 and more fully specifically described as:

Being a 20’ wide electric easement situated in the City of Lockhart, Caldwell County, Texas and being also a part of the Francis Berry Survey A-2 and being also part of a tract of land called 19.89 acres and conveyed to the Lockhart Independent School District by deed recorded in Volume 347, Page 537 of the Deed Records of Caldwell County, Texas and being more particularly described as follows:

BEGINNING at the capped 1/2” inch iron pin set stamped HINKLE SURVEYORS in the SE line of the above mentioned 19.89 acre tract and the NW line of Center Street for the East corner this easement and from which point an “X” in concrete found used for basis bears N 60°00’00” E 686.03 feet.

THENCE S 60°00’00” W with the SE line of the said 19.89 acre tract and the NW line of Center Street 20.00 feet to a capped 1/2” iron pin set stamped HINKLE SURVEYORS for the South corner this easement and from which point a concrete monument found used for basis of bearing bears S 60°00’00” W 576.66 feet.

THENCE N 30°00'00" W entering the said 19.89 acre tract 196.58 feet to the capped ½" iron pin set stamped HINKLE SURVEYORS for the West corner of the easement.

THENCE N 60°00'00" E 20.00 feet to the capped ½" iron pin stamped HINKLE SURVEYORS for the North corner this easement.

THENCE S 30°00'00" E 196.58 feet to the place of beginning containing 3932 sq. ft.

The survey with above-referenced metes and bounds with drawing of the Easement Property is attached as Exhibit "A," and is incorporated herein for all purposes.

Together with the right of ingress and egress over GRANTOR'S adjacent lands to or from said Easement for the sole purpose to provide electric service to GRANTOR'S facilities that includes constructing, reconstructing, inspecting, hanging new wire on, maintaining and removing said lines and required appurtenances along with the right to remove trees or natural obstructions that endanger or may interfere with the safety or efficiency of said lines or their appurtenances. GRANTEE shall bear all costs and expenses resulting from damage to any of GRANTOR'S improvements caused by GRANTEE'S use of the Easement Property, including any portion of the Property used by GRANTEE for ingress and egress. As an exception from the conveyance and warranty, this easement is conveyed subject to existing easements, rights-of-way, and prescriptive rights whether of record or not and to all presently recorded and validly existing restrictions, reservations, covenants, conditions, oil and gas leases, or mineral interests outstanding in persons other than GRANTOR. Oil, gas or other mineral interests in, on or under the Easement Property are reserved unto GRANTOR and not part of this Easement Property conveyance.

GRANTEE shall hold easement rights until said electric utility line is abandoned for one (1) year.

GRANTOR reserves for itself and its heirs, successors, and assigns the right to continue to use and enjoy the surface of the Property for all purposes that do not interfere with or interrupt with the use of the Easement by GRANTEE, including the right to construct improvement on the Easement Property.

GRANTOR warrants and represents that it is the owner of the Property and has the right to execute this Easement.

LOCKHART INDEPENDENT SCHOOL DISTRICT

By: _____
Michael Wright, President, Board of Trustees

THE STATE OF TEXAS §
COUNTY OF CALDWELL §

ACKNOWLEDGEMENT

BEFORE ME, a Notary Public, on this day personally appeared Michael Wright, known to me to be the person whose name is subscribed to the foregoing instrument, and having been sworn, upon his oath stated that he is the President of the Board of Trustees of the Lockhart Independent School District; that he was authorized to execute such instrument pursuant to resolution of the Board of Trustees adopted on this the ____ day of _____, 2022; and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes and consideration expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the _____ day of _____, 2022.

Notary Public, State of Texas



BEING a 20' wide electric easement situated in the City of Lockhart, Caldwell County, Texas and being also a part of the Francis Berry Survey A-2 and being also a part of a tract of land called 19.89 acres and conveyed to the Lockhart Independent School District by deed recorded in Volume 347 Page 537 of the Deed Records of Caldwell County, Texas and being more particularly described as follows:

BEGINNING at a capped 1/2" iron pin set stamped HINKLE SURVEYORS in the SE line of the above mentioned 19.89 acre tract and the NW line of Center Street for the East corner this easement and from which point an "X" in concrete found used for basis of bearing bears N 60°00'00" E 686.03 feet.

THENCE S 60°00'00" W with the SE line of the said 19.89 acre tract and the NW line of Center Street **20.00 feet** to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the South corner this easement and from which point a concrete monument found used for basis of bearing bears S 60°00'00" W 576.66 feet.

THENCE N 30°00'00" W entering the said 19.89 acre tract **196.58 feet** to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the West corner this easement.

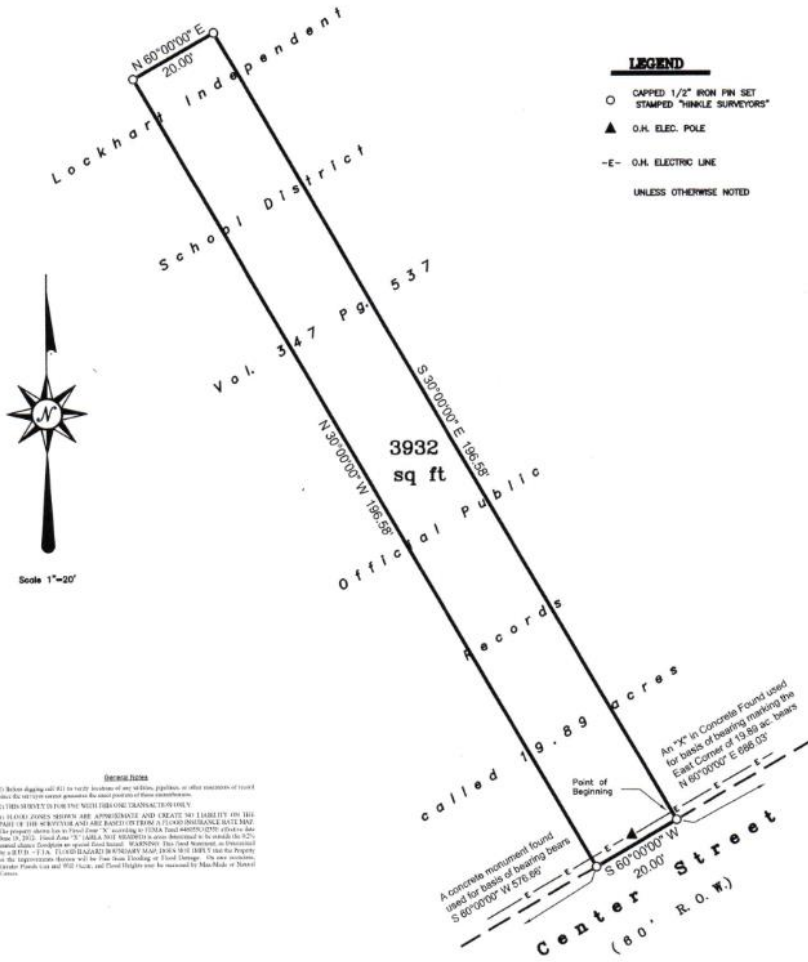
THENCE N 60°00'00" E 20.00 feet to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the North corner this easement.

THENCE S 30°00'00" E 196.58 feet to the place of beginning containing 3932 sq ft more or less.

I hereby certify that the foregoing field notes are a true and correct description of a survey made under my direct supervision on May 5, 2022. **THESE FIELD NOTES ARE CERTIFIED AND ITS CONTENTS GUARANTEED FOR USE WITH THIS ONE TRANSACTION ONLY DATED THIS DATE.** Only those prints containing the raised Surveyor's seal and an original "LIVE" signature should be considered official and relied upon by the user.



**City of Lockhart Caldwell County, Texas
Francis Berry Survey A-2**



- LEGEND**
- CAPPED 1/2" IRON PIN SET
STAMPED "HINKLE SURVEYORS"
 - ▲ O.H. ELEC. POLE
 - E- O.H. ELECTRIC LINE
- UNLESS OTHERWISE NOTED



DISCLAIMER

1) Before signing this plat the surveyor shall examine all records, plat books, or other documents of record which show the location of the corners of the land shown on this plat.

2) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

3) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

4) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

5) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

6) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

7) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

8) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

9) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

10) THE SURVEYOR SHALL BE RESPONSIBLE FOR THE ACCURACY OF THE SURVEY.

ELECTRIC EASEMENT DRAWING

Showing a 20' wide electric easement (3932 sq ft) situated in the Francis Berry Survey A-2 in the City of Lockhart, Caldwell County, Texas. I do hereby certify that (1) the foregoing plat is a true and correct representation of a survey made on the ground under my direct supervision on May 26, 2022. **THIS SURVEY IS CERTIFIED AND ITS CONTENTS GUARANTEED FOR USE WITH THIS ONE TRANSACTION ONLY DATED THIS DATE. THE SURVEYOR SHALL INCUR NO LIABILITY FOR ANY USE OF THIS SURVEY BEYOND THIS ONE TRANSACTION OR FOR ANY PERSON(S) NOT ASSOCIATED WITH THIS TRANSACTION.** Only those prints containing the official Surveyor's seal and an original "LIVE" signature should be considered official and relied upon by the user.



Hinkle Surveyors, 2021

Field Book: d.c.	Drawn By: J.H.
Job No. 20221451	Drawing: 20221451.dwg
Date: May 26, 2022	Word Date: Begin 5/2022
Surveyed By: J.H. JDB	Autocad Date: Begin 5/2022

HINKLE SURVEYORS

P.O. Box 1027 1109 S. Main Street Lockhart, TX 78644
 Ph: (512) 398-2000 Fax: (512) 398-7883 Email: contact@hinklesurveyors.com Firm Registration No. 100886-00

EXHIBIT 1

ELECTRIC UTILITY EASEMENT

THE STATE OF TEXAS §

COUNTY OF CALDWELL §

The BOARD OF TRUSTEES for the LOCKHART INDEPENDENT SCHOOL DISTRICT, (hereinafter “GRANTOR”), for TEN DOLLARS AND NO CENTS (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by GRANTOR, grants, sells, and conveys an easement and right of way to the CITY OF LOCKHART (hereinafter “GRANTEE”) for the sole purpose of an electric distribution line to serve GRANTOR’S facilities that also include the installation and maintenance of variable number of wires and required and necessary appurtenances (such as the installation, maintenance and improvement of poles made of wood, metal or other materials, telecommunications wires, props, guys, and anchors) over, across and upon the following described real property (hereinafter “Property”) located at 715 Medina Street, Lockhart, Caldwell County, Texas 78644 and more fully specifically described as:

Being a 20’ wide electric easement situated in the City of Lockhart, Caldwell County, Texas and being also a part of the Francis Berry Survey A-2 and being also part of a tract of land called 19.89 acres and conveyed to the Lockhart Independent School District by deed recorded in Volume 347, Page 537 of the Deed Records of Caldwell County, Texas and being more particularly described as follows:

BEGINNING at the capped 1/2” inch iron pin set stamped HINKLE SURVEYORS in the SE line of the above mentioned 19.89 acre tract and the NW line of Center Street for the East corner this easement and from which point an “X” in concrete found used for basis bears N 60°00’00” E 686.03 feet.

THENCE S 60°00’00” W with the SE line of the said 19.89 acre tract and the NW line of Center Street 20.00 feet to a capped 1/2” iron pin set stamped HINKLE SURVEYORS for the South corner this easement and from which point a concrete monument found used for basis of bearing bears S 60°00’00” W 576.66 feet.

THENCE N 30°00'00" W entering the said 19.89 acre tract 196.58 feet to the capped ½" iron pin set stamped HINKLE SURVEYORS for the West corner of the easement.

THENCE N 60°00'00" E 20.00 feet to the capped ½" iron pin stamped HINKLE SURVEYORS for the North corner this easement.

THENCE S 30°00'00" E 196.58 feet to the place of beginning containing 3932 sq. ft.

The survey with above-referenced metes and bounds with drawing of the Easement Property is attached as Exhibit "A," and is incorporated herein for all purposes.

Together with the right of ingress and egress over GRANTOR'S adjacent lands to or from said Easement for the sole purpose to provide electric service to GRANTOR'S facilities that includes constructing, reconstructing, inspecting, hanging new wire on, maintaining and removing said lines and required appurtenances along with the right to remove trees or natural obstructions that endanger or may interfere with the safety or efficiency of said lines or their appurtenances. GRANTEE shall bear all costs and expenses resulting from damage to any of GRANTOR'S improvements caused by GRANTEE'S use of the Easement Property, including any portion of the Property used by GRANTEE for ingress and egress. As an exception from the conveyance and warranty, this easement is conveyed subject to existing easements, rights-of-way, and prescriptive rights whether of record or not and to all presently recorded and validly existing restrictions, reservations, covenants, conditions, oil and gas leases, or mineral interests outstanding in persons other than GRANTOR. Oil, gas or other mineral interests in, on or under the Easement Property are reserved unto GRANTOR and not part of this Easement Property conveyance.

GRANTEE shall hold easement rights until said electric utility line is abandoned for one (1) year.

GRANTOR reserves for itself and its heirs, successors, and assigns the right to continue to use and enjoy the surface of the Property for all purposes that do not interfere with or interrupt with the use of the Easement by GRANTEE, including the right to construct improvement on the Easement Property.

GRANTOR warrants and represents that it is the owner of the Property and has the right to execute this Easement.

LOCKHART INDEPENDENT SCHOOL DISTRICT

By: _____
Michael Wright, President, Board of Trustees

THE STATE OF TEXAS §
COUNTY OF CALDWELL §

ACKNOWLEDGEMENT

BEFORE ME, a Notary Public, on this day personally appeared Michael Wright, known to me to be the person whose name is subscribed to the foregoing instrument, and having been sworn, upon his oath stated that he is the President of the Board of Trustees of the Lockhart Independent School District; that he was authorized to execute such instrument pursuant to resolution of the Board of Trustees adopted on this the ____ day of _____, 2022; and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes and consideration expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the _____ day of _____, 2022.

Notary Public, State of Texas



BEING a 20' wide electric easement situated in the City of Lockhart, Caldwell County, Texas and being also a part of the Francis Berry Survey A-2 and being also a part of a tract of land called 19.89 acres and conveyed to the Lockhart Independent School District by deed recorded in Volume 347 Page 537 of the Deed Records of Caldwell County, Texas and being more particularly described as follows:

BEGINNING at a capped 1/2" iron pin set stamped HINKLE SURVEYORS in the SE line of the above mentioned 19.89 acre tract and the NW line of Center Street for the East corner this easement and from which point an "X" in concrete found used for basis of bearing bears N 60°00'00" E 686.03 feet.

THENCE S 60°00'00" W with the SE line of the said 19.89 acre tract and the NW line of Center Street **20.00 feet** to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the South corner this easement and from which point a concrete monument found used for basis of bearing bears S 60°00'00" W 576.66 feet.

THENCE N 30°00'00" W entering the said 19.89 acre tract **196.58 feet** to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the West corner this easement.

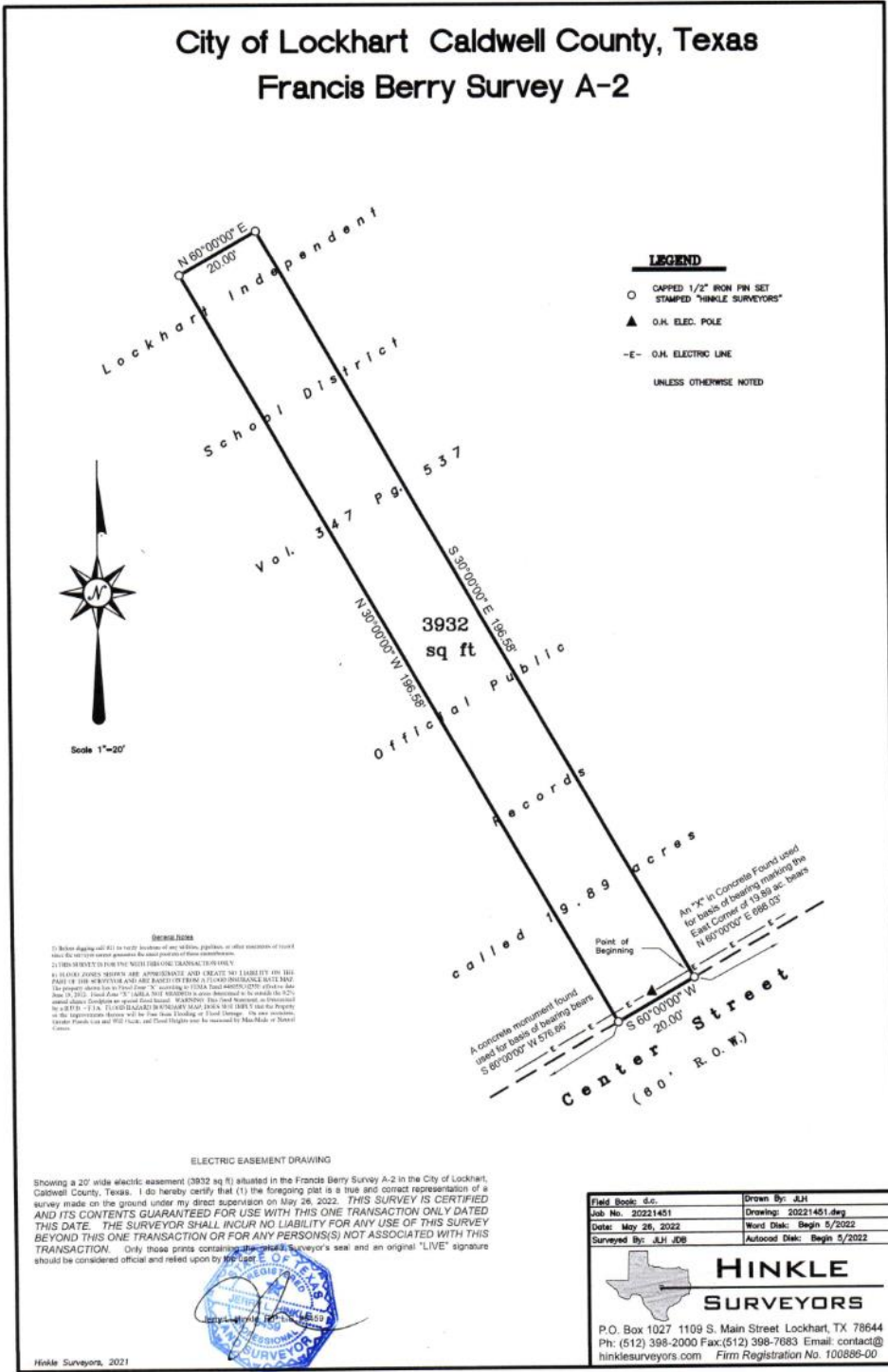
THENCE N 60°00'00" E 20.00 feet to a capped 1/2" iron pin set stamped HINKLE SURVEYORS for the North corner this easement.

THENCE S 30°00'00" E 196.58 feet to the place of beginning containing 3932 sq ft more or less.

I hereby certify that the foregoing field notes are a true and correct description of a survey made under my direct supervision on May 5, 2022. **THESE FIELD NOTES ARE CERTIFIED AND ITS CONTENTS GUARANTEED FOR USE WITH THIS ONE TRANSACTION ONLY DATED THIS DATE.** Only those prints containing the raised Surveyor's seal and an original "LIVE" signature should be considered official and relied upon by the user.



**City of Lockhart Caldwell County, Texas
Francis Berry Survey A-2**



LEGEND

- CAPPED 1/2" IRON PIN SET
STAMPED "HINKLE SURVEYORS"
- ▲ O.H. ELEC. POLE
- E- O.H. ELECTRIC LINE

UNLESS OTHERWISE NOTED



DISCLAIMER

(1) Before signing this plat the surveyor has examined all records, plans, maps, or other documents of record which show the location of the lines and points of these measurements.

(2) THE SURVEYOR HAS NO KNOWLEDGE OF ANY OTHER UNRECORDED INTERESTS IN THE PROPERTY.

(3) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(4) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(5) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(6) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(7) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(8) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(9) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

(10) THE SURVEYOR HAS NO KNOWLEDGE OF ANY UNRECORDED INTERESTS IN THE PROPERTY.

ELECTRIC EASEMENT DRAWING

Showing a 20' wide electric easement (3932 sq ft) situated in the Francis Berry Survey A-2 in the City of Lockhart, Caldwell County, Texas. I do hereby certify that (1) the foregoing plat is a true and correct representation of a survey made on the ground under my direct supervision on May 26, 2022. **THIS SURVEY IS CERTIFIED AND ITS CONTENTS GUARANTEED FOR USE WITH THIS ONE TRANSACTION ONLY DATED THIS DATE. THE SURVEYOR SHALL INCUR NO LIABILITY FOR ANY USE OF THIS SURVEY BEYOND THIS ONE TRANSACTION OR FOR ANY PERSON(S) NOT ASSOCIATED WITH THIS TRANSACTION.** Only those prints containing the official Surveyor's seal and an original "LIVE" signature should be considered official and relied upon by the user.



Hinkle Surveyors, 2021

Field Book: d.c.	Drawn By: J.H.
Job No. 20221451	Drawing: 20221451.dwg
Date: May 26, 2022	Word Date: Begin 5/2022
Surveyed By: J.H. JDB	Autocad Date: Begin 5/2022

HINKLE SURVEYORS

P.O. Box 1027 1109 S. Main Street Lockhart, TX 78644
 Ph: (512) 398-2000 Fax: (512) 398-7883 Email: contact@hinklesurveyors.com Firm Registration No. 100886-00

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:

Amendments to the 2022-2023 Employee Compensation Plan

Clerical Para-Professional Pay Scale:

- 1) Human Resources - Currently there are four Human Resource Specialist positions on pay grade 6. In order to unlock potential in this department it is recommended that three of the positions be moved as follows:
 - ✓ One position moved to Human Resource Specialist II at a pay grade 7
 - ✓ One position moved to Lead Human Resource Specialist at pay grade 8
 - ✓ One position moved to Compensation Specialist at a pay grade 8

Hourly Rates:

- 1) Adding hourly rates for teachers attending a paid professional development training outside of calendar days
 - ✓ \$25 per hour for attendee
 - ✓ \$30 per hour for instructor (if outside of calendar days)

Daily Rates:

- 1) All teacher substitute rates will be increased by \$10 per day

Lockhart Independent School District Board of Trustees

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INTERLOCAL AGREEMENT FOR COOPERATIVE PURCHASING SERVICES

This Interlocal Agreement for Cooperative Purchasing Services (“Agreement”) is entered into by and between _____
COMPLETE LEGAL NAME (DO NOT ABBREVIATE) & MAILING ADDRESS

(“PCA Member”, “Party”), a governmental entity, and Purchasing Cooperative of America (“PCA”, “Party”) on behalf of PCA Awarding Agencies to participate in all Purchasing Cooperative of America (“PCA”) cooperative purchasing programs administered by PCA and its affiliates and subsidiaries and for the purpose of participating in the cooperative purchasing services of PCA. Collectively, PCA and PCA Member and will be known as the “Parties”.

RECITALS

Purpose

The purpose of this Agreement is to support public entities by facilitating their purchasing operations through cooperative contracting and to promote real savings for PCA Members with discounts resulting from the competitive bid process.

Texas Government Code, Chapter 791, Interlocal Cooperation Act, and Texas Local Gov’t. Code, Chapter 271, Subchapter F. Cooperative Purchasing Program allows for governmental entities to contract for cooperative purchasing services that each Party to the contract is authorized to perform individually.

Eligible public entities may use all PCA contracts awarded to a Vendor. Each jurisdiction is subject to its own and members’ requirements. The use of a PCA contract by a PCA Member, along with their signed purchase order or other extension of the contract, constitutes acceptance of the contract and completes the interlocal agreement (if required by the entity(ies) between the Awarding Agency and PCA Member.

Membership Eligibility

Public entities in all 50 states, the U.S. Territories, Canada and Mexico, including local, state and federal governmental agencies, Indian tribal governments; educational institutions including K-12 public, private and charter schools, state and private colleges and universities; and non-taxed non-profit religious and charitable organizations are eligible to participate in the PCA purchasing cooperative. There is no fee to the PCA Member to join or use PCA contracts.

Role of the PCA Awarding Agency

1. Acts as Party to the Agreement.
2. Awards PCA contracts that have been competitively bid.
3. Provides service and support to PCA, PCA members and vendors, as necessary.

Role of the PCA Member

1. Registers on the PCA website, www.pcamerica.org, or any successor website.
2. Executes a copy of this Agreement by providing an authorized signature in the appropriate space below and submitting the form to Members@pcamerica.org.

3. Designates a contact person and updates the contact information as necessary.
4. Works with PCA awarded contractors according to the PCA contract.
5. Issues supplemental contracts, purchase orders, or other applicable authorizations for purchases directly to the awarded contractor; and includes “Purchasing Cooperative of America” or “PCA” and the “Contract Number”.
6. Makes payments to vendors in a timely manner and in accordance with the state laws and local procedures applicable to the PCA Member for all goods and services received.
7. Notifies PCA at the address or email shown below of any substantial problems in quality of goods or performance of services with an awarded contractor under a PCA contract.

Role of the Purchasing Cooperative (PCA)

1. Acts as a group purchasing organization that governmental entities join as members.
2. Performs the administration and management duties and responsibilities for which PCA will receive fees from PCA vendors using PCA contracts.
3. Performs all of the required steps of the competitive solicitation process in compliance with all applicable state statutes and regulations related to competitive procurement and contracting in the State of Texas.
4. Provides members access to cooperative contracts, due diligence documentation and PCA vendor contact information.
5. Provides support and service to PCA Members and vendors.
6. Performs such other related services and duties as are customarily performed by a entity in a similar position.

General Provisions

1. Effective Date. This Agreement is effective upon signature and shall be automatically renewed annually unless either Party gives sixty (60) days prior written notice of non-renewal.
2. No Minimum Purchase Requirement. This Agreement does not obligate the PCA Member to purchase a minimum amount of goods and/or services under any PCA contract.
3. Federal Requirements. The parties agree to comply fully with all applicable federal statutes, rules and regulations in connection with the cooperative contracts contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such programs.
4. State Joint Powers Statutes. It is the sole responsibility of each PCA Member to follow their state procurement statutes as it pertains to cooperative purchasing, or joint power agreements, with in-state or out-of-state public agencies.
5. Governing Law-Texas. Any issue concerning PCA contracts in which a PCA Awarding Agency is involved shall be governed by the law of the State of Texas, excluding the conflicts of law provisions.
6. Venue-In Texas. Exclusive Venue for any litigation whatsoever involving PCA is the state district court of Harris County, Texas.
7. Governing Law-Outside Texas. PCA member’s use of PCA contracts shall be governed by the laws of the State of _____, excluding the conflicts of law provisions.
8. Venue-Outside Texas. Exclusive Venue for litigation arising between PCA Member and PCA awarded contractor from use of PCA contracts is _____.
(court jurisdiction)

9. Invalid Provision. If any term(s) or provisions of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
10. Immunity. Neither Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees and agents as a result of this Agreement being executed or the performance of the functions and obligations describe herein.
11. Final Agreement. This Agreement incorporates all agreements, covenants and understandings between the Parties concerning subject matter in the Agreement. No prior agreement of understanding, verbal or otherwise, by the Parties or their agents, shall be valid or enforceable unless embodied in this Agreement.
12. “As is” Contracts. PCA makes PCA contracts available to the PCA Member “as is” and is under no obligation to revise the terms, conditions, scope, prices, and/or any other requirements of the contract for the benefit of the PCA Member.
13. Termination. This Agreement may be terminated with or without cause by either party upon (60) days prior written notice.
14. Notice. All forms of written notice, under this Agreement, shall be made by first class mail, postage prepaid and delivered to the other Party of this Agreement.
15. Records Requests. PCA Member agrees to cooperate in compliance with any reasonable request for information and/or records made by PCA. Breach of this provision may be grounds for termination after ten (10) days written notice to the PCA Member.
16. Submission. Send the signed Agreement via email to Members@pcamerica.org. An email copy of an executed signature shall have the same force and effect as an original signature page.
17. Term. This Agreement is effective the date of the final signature and shall continue indefinitely, subject to the Termination clause.

Authorization

By execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized to enter into and perform the terms of this Agreement.

PCA Member Organization Name

Authorized Signature

Printed Name

Title _____

Date _____

Designated Contact _____

Title _____

Phone _____

Email _____

Purchasing Cooperative of America

PCA Authorized Signature

Printed Name

Title _____

Date _____

Phone _____

Email _____

Main PCA Email pcamerica@pcamerica.org

BOARD RESOLUTION

State of Texas

WHEREAS, the Board of Directors of _____, _____,
(Named Public Entity) *(City)*

Texas, pursuant to the authority granted by TEX. GOV'T Code 791.001, et seq, desires to participate in the Purchasing Cooperative of America (PCA), and

WHEREAS, in the OPINION that participating in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized,

THEREFORE, be it RESOLVED that the _____ request a
(Named Public Entity)
stated need for participation in Purchasing Cooperative of America (PCA) whereby

_____ is authorized and directed to sign and deliver
(Name of Authorized Person)
any and all necessary requests and documents in connection therewith for and on behalf of

(Named Public Entity)

I certify that the foregoing is a true and correct original Resolution duly adopted by the
_____ and is filed on record at the PCA office.
(Named Public Entity)

In witness thereof, I have set my hand and signature this _____ day of _____, 20____.

By: _____
(Authorized Signature)

(Printed Authorized Name)

(Title)

This legal document will remain current on file until either party severs the 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:

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RECOMMENDED MOTION:

**Lockhart ISD
Cash Investments Report
As of May 31, 2022**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 284,168	\$ 15,984,885	\$ 2,816,504	\$ 19,085,557
Redemption Fund			\$ 2,167	\$ 2,167
Interest & Sinking Fund	\$ 455,683	\$ 6,333,821	\$ 37,000	\$ 6,826,505
Payroll			\$ 840,508	\$ 840,508
School Nutrition	\$ 6,672	\$ 2,149,742	\$ 258,789	\$ 2,415,203
Maintenance Debt Service			\$ 123	\$ 123
District Funds	\$ 746,523	\$ 24,468,448	\$ 3,955,091	\$ 29,170,062
C.D. Marshall JHS Scholarship		\$ 30,761		\$ 30,761
G.F. Hudnall Scholarship		\$ 15,597		\$ 15,597
J.M. Moore Scholarship		\$ 24,995		\$ 24,995
L. White Scholarship		\$ 14,118		\$ 14,118
Mary Barron Canning Sanders Schol.		\$ 6,014		\$ 6,014
Fiduciary Funds			\$ 19,356	\$ 19,356
Hazelett Scholarship		\$ 6,666		\$ 6,666
Roland Endowment Scholarship			\$ 20,525	\$ 20,525
Canning Engineering Scholarship		\$ 24,617		\$ 24,617
Mohle Scholarship		\$ 1,011		\$ 1,011
Top Ten Scholarship			\$ 170,795	\$ 170,795
Scholarship Funds	\$ -	\$ 123,780	\$ 210,677	\$ 334,457
Monthly rate in Bank/Pool:	1.02%	0.91%	0.86%	

Earnings from Temporary Investment Budget Amount (General Fund)	\$ 125,000.00
Earnings Realized	\$ 43,783
Budget Balance (Interest received in excess of budget)	\$ 81,217

Lockhart Independent School District Board of Trustees

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LOCKHART I.S.D. BOARD

Tax Collection Report

MAY 2022

	May	Prior Months	TOTAL	PRIOR YEAR
2021 Tax Collection	\$177,871.80	\$22,898,091.26	\$23,075,963.06	\$20,019,906.73
2020 & Prior Collection	\$56,691.38	\$1,042,847.00	\$1,099,538.38	\$1,158,632.68
Total Tax Collection =	\$234,563.18	\$23,940,938.26	\$24,175,501.44	\$21,178,539.41

note: Above figures include penalties and interest collected

2021 Original Levy \$24,181,481.20

May 31, 2022 Percent of 2021 Tax Collected 95.08%

May 31, 2021 Percent of 2020 Tax Collected 95.36%

May 31, 2020 Percent of 2019 Tax Collected 93.99%

May 31, 2022 - Balance of Delinquent Tax \$1,878,330.99

May 31, 2021 - Balance of Delinquent Tax \$1,645,572.06

May 31, 2020 - Balance of Delinquent Tax \$1,392,828.25

Corrections made to Current Tax Roll \$38,189.11

Corrections made to Delinquent Tax Roll \$62,637.90

NOTE:

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$10,051.47

Submitted by:

Shanna Ramzinski

Shanna Ramzinski
 Chief Appraiser
 Caldwell County Appraisal District

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

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

Table of Contents

Goals 3

Goal 1: Students in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than one year of academic growth. 3

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. 14

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others. 17





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: Met 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</p> <p> Teachers were provided with Guided Reading Expectations, training, and supports necessary to meet the goal.</p> <p>Jan January Evidence of Progress 86</p> <p> 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> 96% of teachers are proficient or above in implementing guided reading practices for the months of February and March.</p> <p>June June Evidence of Progress</p> <p> Overall the implementation of guided reading practices across all grade levels was evident and demonstrated success in addressing the district 1.5 growth in reading.</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>	<div data-bbox="1276 121 2028 316"> <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> </div> <div data-bbox="1276 332 2028 617"> <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> </div> <div data-bbox="1276 633 2028 812"> <p>Mar March Evidence of Progress</p>  <p>Each grade level continued to analyze data, converse over implementation of instructional practices and refine lesson plans to improve on instructional delivery through PLCs and LPRs.</p> <p style="text-align: right;">87</p> </div> <div data-bbox="1276 820 2028 974"> <p>June June Evidence of Progress</p>  <p>All grade levels facilitated PLCs and LPRs to analyze data, converse over implementation of instructional practices and refine lesson plans to improve on instructional delivery.</p> </div>

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> We met proficient or above on four of the five strategies at from February to March. Lesson Frame - 93% Power Zone - 100% Recognize & Reinforce - 81% Frequent Small Group Purposeful Talk - 66% Critical Writing - 76%</p> <p>June June Evidence of Progress</p> <p> Overall the implementation of Fundamental 5 strategies were implemented at proficient (75%) or above in all areas.</p>

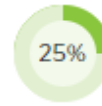
88

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> The RTI committee consistently met with grade level teams every 4-6 weeks to discuss and analyze student data. These discussions helped formulate strategies to address the needs of students receiving tier 3 intervention support and increase teacher efficacy.. Tier 3 small group interventions and RTI meetings were successful in addressing the needs of students in tier 3 as demonstrated by the number of students in tier 3 at the beginning of the year compared to those receiving support at the end of the year (from 210 students in tier 3 at the BOY to 144 students at the EOY).</p> <p>June June Evidence of Progress</p> <p> Four main factors that improved learning for students in tier 3 interventions.</p> <ul style="list-style-type: none"> - After January, all interventionist positions were filled - Small groups (5 or less) - Daily interventions targeting foundational skills - Refinement of RTI systems (data analysis and teacher efficacy)

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>We met proficient or above on one of the three strategies at from Feb. - March Sentence Stems - 50% Flexible Grouping - 88% Visuals - 96%</p> <p>June June Evidence of Progress</p>  <p>Overall the majority of teachers successfully 90 implemented the three differentiated strategies as demonstrated through walkthrough data. Towards the end of the year, we prioritized flexible grouping to help improve student learning through small group instruction.</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>	

Nov



November Evidence of Progress

Not enough instructional walkthroughs have been conducted to measure this progress. Instructional walkthroughs schedules have been modified to ensure more walkthroughs are being conducted targeting special education classes.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

Not enough walkthrough data was collected to determine the effectiveness of students receiving special education through resource/ pull out services. We decided to focus more on the instructional delivery of their homeroom teachers in reading. Students⁹² receiving special education services demonstrated progress in reading in comparison to last year.

June



June Evidence of Progress

Although students receiving special education services made significant academic progress during the year, we focused on the alignment of instructional practices between our special education and homeroom teachers to address their IEP goals in reading.

No Progress

Accomplished





Continue/Modify

Discontinue





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

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

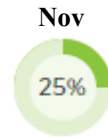
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Strawn will host a math event each semester to support parents to encourage, promote and help students to development mastery of math skills at home (virtually or in person).</p> <p>Strategy's Expected Result/Impact: Parents will be informed of a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the math nights were a positive experience.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Lead teachers K-5 classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p> <p> A math and literacy night was organized and facilitated by all grade levels. Make and take activities were provided for students and parents. The event was in person and we had over 150+ participants attend.</p> <p>Jan January Evidence of Progress</p> <p> 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> Based on student data in both reading and math, we decided to focus our attention on reading skills where we felt there were significant learning challenges in all grade levels.</p> <p>June June Evidence of Progress</p> <p> We determined to re-focus our attention to address foundational learning challenges in reading.</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>	<div data-bbox="1297 123 1352 147" data-label="Text">Nov</div> <div data-bbox="1276 159 1373 256" data-label="Figure"> </div> <div data-bbox="1528 123 1898 147" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1413 159 1923 370" data-label="Text"> <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> </div> <div data-bbox="1297 394 1352 418" data-label="Text">Jan</div> <div data-bbox="1276 430 1373 527" data-label="Figure"> </div> <div data-bbox="1545 394 1885 418" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1413 430 2018 641" data-label="Text"> <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> </div> <div data-bbox="1297 665 1352 690" data-label="Text">Mar</div> <div data-bbox="1276 701 1373 799" data-label="Figure"> </div> <div data-bbox="1556 665 1881 690" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1413 701 1913 912" data-label="Text"> <p>We met proficient or above on four of the five strategies at from February to March. Lesson Frame - 93% Power Zone - 100% Recognize & Reinforce - 81% Frequent Small Group Purposeful Talk - 66% Critical Writing - 76%</p> </div> <div data-bbox="1934 786 1969 812" data-label="Text">94</div> <div data-bbox="1297 937 1352 961" data-label="Text">June</div> <div data-bbox="1276 972 1373 1070" data-label="Figure"> </div> <div data-bbox="1566 937 1871 961" data-label="Section-Header">June Evidence of Progress</div> <div data-bbox="1413 972 2018 1058" data-label="Text"> <p>Overall the implementation of Fundamental 5 strategies were implemented at proficient (75%) or above in all areas.</p> </div>

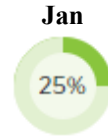
Strategy 3 Details	Reviews
<p>Strategy 3: Students will complete the five recommended weekly lessons in Dreambox.</p> <p>Strategy's Expected Result/Impact: Teachers will review weekly reports to ensure students are meeting their required weekly lessons.</p> <p>Administration will monitor student usage 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>	<div data-bbox="1276 123 2011 310"> <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> </div> <div data-bbox="1276 334 2011 613"> <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> </div> <div data-bbox="1276 638 2011 976"> <p>Mar March 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 95 December - 2.6 lessons per/week (for two and a half weeks) January - 4.1 lessons per/week February - 4.2 lessons per/week March - 3.9 lessons per/week</p> </div> <div data-bbox="1276 1000 2011 1127"> <p>June June Evidence of Progress</p>  <p>The overall Dreambox lesson per week remained consistent during the year but we did not reach the goal of 5 lessons per week.</p> </div>

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>	



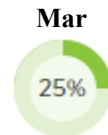
November Evidence of Progress

Not enough instructional walkthroughs have been conducted to measure this progress. Instructional walkthroughs schedules have been modified to ensure more walkthroughs are being conducted targeting special education classes.



January Evidence of Progress

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.



March Evidence of Progress

Not enough walkthrough data was collected to determine the effectiveness of students receiving special education through resource/ pull out services. We decided to focus more on the instructional delivery of their homeroom teachers in reading. Students⁹⁷ receiving special education services demonstrated progress in math in comparison to last year.



June Evidence of Progress

Although students receiving special education services made significant academic progress during the year, we focused on the alignment of instructional practices between our special education and homeroom teachers to address their IEP goals in math.

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: 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 7 mindset 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> 90% of teachers implemented the 7 mindset lessons as reported through the program. Two teachers were not able to establish their profiles and complete training at a later time but were able to catch up on their lessons towards the end of the school year.</p> <p>June June Evidence of Progress</p> <p> Throughout the year, the majority of teachers successfully implemented the 7 mindset lessons to students. These lessons engaged students in self reflections, social skills and social awareness of the ABS community.</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>	

Nov



November Evidence of Progress

Attendance percentages for the each month;
 September - 88%
 October - 92%
 November - 94%

Jan



January Evidence of Progress

Attendance percentages for the each month;
 September - 88%
 October - 92%
 November - 94%
 December - 93%
 January - 88%

Mar



March Evidence of Progress

Attendance percentages for the each month;
 September - 88%
 October - 92%
 November - 94%
 December - 93%
 January - 88%
 February - 95%
 March - 95%
 April - 93%
 May - 93%

100

June



June Evidence of Progress

Significant progress in student attendance at ABS was recorded despite the many challenges this school year. Although we did not reach the 97% attendance goal for the year, ABS remained the top campus in student attendance in the district. This results come from the support structures implemented this school year that targeted parent teacher communication, family needs, home visits and student incentives.

No Progress

Accomplished

Continue/Modify





Discontinue





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





Performance Objective 1: 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: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, 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.</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> All 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.</p> <p>June June Evidence of Progress</p> <p> All new teachers to the district had a mentor assigned this school year. The mentorship of these teachers was significant in their professional development. The staff survey demonstrated the majority of new teachers felt they were connected to the ABS community and their interactions helped foster a healthy working environment.</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 (in 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> A focus group made up of dual language teachers and instructional leaders participated in a tri-district dual language collaboration (with Seguin ISD and San Marcos CISD) on Saturday, March 5 hosted by Seguin ISD. The focus of this session was the collecting of teacher feedback, planning and development of the professional development for the upcoming summer sessions set for July 18-20 hosted by Lockhart ISD at ABS Elementary.</p> <p>June June Evidence of Progress</p> <p> We met the goal of having bilingual teachers attend 90%+ of professional development opportunities focusing on dual language practices. These opportunities for growth were significant in establishing the One-way Dual Language program this year.</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  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  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  100% of K-3 teachers implemented the Dual Language Time and Treatment schedules (per grade level) at proficiency or above from Feb. - March.</p> <p>June June Evidence of Progress  This goal was met as of January with having 100% K-3 teachers implemented the Dual Language Time and Treatment schedules (per grade level) at proficiency or above. This goal was significant towards the first year implementation stage of the One-way Dual Language program.</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 105</p> <p> The two new special education teachers continued to receive support from their mentor in writing goals, developing IEPs, facilitating ARDs and completing the proper documentation in the ESped program. Additional support was provided to the new teacher hired in January.</p> <p>June June Evidence of Progress</p> <p> The goal of supporting the two new special education teachers was met. A mentor was assigned to both teachers and were provided with the necessary support to improve on their skills in developing goals, IEPs, facilitating ARDs and managing student data in the ESped system.</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 2028 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 2028 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 2028 938"> <p>Mar March Evidence of Progress 106</p>  <p>The number of bilingual students identified by teachers increased this year. These students were identified by their teachers. The students were screened and tested to determine their eligibility.</p> </div> <div data-bbox="1276 946 2028 1109"> <p>June June Evidence of Progress</p>  <p>There were six new bilingual students identified as TAG (GT) this year in comparison to two last year. These students met the necessary criteria to participate in the TAG program.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1133 659 1182">  No Progress </div> <div data-bbox="762 1133 978 1182">  Accomplished </div> <div data-bbox="1077 1133 1331 1182">  Continue/Modify </div> <div data-bbox="1430 1133 1625 1182">  Discontinue </div> </div>	

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

Mission Statement

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

Vision

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



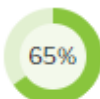

Fundamental 5 Instructional strategies





Evidence of Learning





Summative Evaluation: Met Objective

110

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 31 %accomplished 9% distinguished 31% proficient 12% developing 14% improv needed</p> <p>June June Evidence of Progress</p>  <p>STAAR results 3rd grade - READING Approaches -61.70% Meets -30.85% Masters -11.70%</p> <p>STAAR results 4th grade Approaches -74.75% Meets -48.48% Masters -17.17%</p> <p>STAAR results -5th grade Approaches -69.23% Meets -46.15% Masters -23.08%</p> <p style="text-align: right;">111</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>	<div data-bbox="1276 121 1990 251"> <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> </div> <div data-bbox="1276 276 1990 406"> <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> </div> <div data-bbox="1276 430 1990 560"> <p>Mar March Evidence of Progress</p>  <p>Independent reading times are set for K-5 grades. Words read through AR are: 58,300,471</p> </div> <div data-bbox="1276 584 1990 812"> <p>June June Evidence of Progress</p>  <p>Independent reading times are set for K-5 grades. Words read through AR are: 77,511, 124</p> <p>13 students were millionaire word readers, highest at BBE this year!</p> <p style="text-align: right;">112</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will participate in Professional Learning Communities (PLC) weekly for planning and discussing campus deficit of TEK reading standards as identified by each grade level. 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 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>Evidence of learning data for PLC cycle 1 Kindergarten -80% mastered skill 1st grade- 90% mastered skill 1.2bii 2nd grade- 75% mastered skill -2.3B 3rd grade- 67% mastered skill 3.3B 4th grade- 86% mastered skill 4.4A 5th grade- 70% mastered skill 5.7 D</p> <p>June June Evidence of Progress</p>  <p>Evidence of learning data for PLC cycle3 Kindergarten -90% mastered skill 1st grade- 100% mastered skill 1.2bii 2nd grade- 85% mastered skill -2.3B 3rd grade- 77% mastered skill 3.3B 4th grade- 90% mastered skill 4.4A 5th grade- 70% mastered skill 5.7 D</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>	<div data-bbox="1276 123 1902 253"> <p>Nov November Evidence of Progress</p>  <p>FSGPT goal is 40%- 60% usage Critical writing goal is 15%- 62% usage</p> </div> <div data-bbox="1276 277 1902 407"> <p>Jan January Evidence of Progress</p>  <p>FSGPT goal is 40%- 66% usage Critical writing goal is 15%- 70.9% usage</p> </div> <div data-bbox="1276 431 1902 561"> <p>Mar March Evidence of Progress</p>  <p>FSGPT goal is 40%- 67.7% usage Critical writing goal is 15%- 71.9% usage</p> </div> <div data-bbox="1276 586 1902 716"> <p>June June Evidence of Progress</p>  <p>FSGPT goal is 40%- 67.0% usage Critical writing goal is 15%- 72.6% usage</p> </div>

Strategy 5 Details

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.

Strategy's Expected Result/Impact: 80% of students in AL will show academic growth in one year

Staff Responsible for Monitoring: RTI teachers

Intervention teacher

Grade level teachers

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

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1, 2 - Student

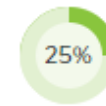
Learning 1, 2 - School Processes & Programs 3, 4 - Staff Quality, Recruitment, and Retention 2

- Perceptions 3, 4 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community

Engagement 2, 3 - Technology 1, 2

Reviews

Nov



November Evidence of Progress

4th CBA 1- app- 42.86% CBA2- 59.77%
meets- 22.62% 40.23%
masters 7.14 % 24.14%

5th CBA1 - app- 58.44% CBA2- 81%
meets-44% 56%
masters 18% 39%

Jan



January Evidence of Progress

4th CBA 3 app-69.32% meets 40.91% masters 27.27%
5th CBA 3 app-60.26% meets 34.62% masters 19.23%

Mar



March Evidence of Progress

3rd grade Benchmark app- , 41% , 16% meets, 9%
masters
4th Benchmark app-57% meets 36% masters 10%
5th Benchmark app-65% meets 35% masters 23%

June



June Evidence of Progress

STAAR results 3rd grade - READING
Approaches -61.70%
Meets -30.85%
Masters -11.70%

115

STAAR results 4th grade
Approaches -74.75%
Meets -48.48%
Masters -17.17%

STAAR results -5th grade
Approaches -69.23%
Meets -46.15%
Masters -23.08%

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>	<p style="text-align: right;">116</p>

Nov

November Evidence of Progress



Kinder- goal 100 words- 22/100
1st-100 words- 26/100
2nd- 200 words 50/100
3rd-300 words 100/300
4th-400 words 110/400
5th-500 words 224/500

Jan

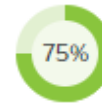
January Evidence of Progress



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

Mar

March Evidence of Progress



Kinder- goal 100 words- 75/100
1st-100 words- 88/100
2nd- 200 words 100/200
3rd-300 words 150/300
4th-400 words 330/400
5th-500 words 320/500

June

June Evidence of Progress



Kinder- goal 100 words- 80/100
1st-100 words- 90/100
2nd- 200 words 120/200
3rd-300 words 165/300
4th-400 words 330/400
5th-500 words 400/500

117

No Progress

Accomplished

Continue/Modify

Discontinue





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

Summative Evaluation: Some progress made toward meeting Objective

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% 118</p> <p>Mar  March Evidence of Progress 2 - 5 grade Math Ren Learn growth is 60%</p> <p>June  June Evidence of Progress 2 - 5 grade Math Ren Learn growth is 60%</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> Kinder average lessons per week- 5 1st average lessons per week- 5.4</p> <p>June June Evidence of Progress</p> <p> Kinder average lessons per week- 2.8 lessons/wk 1st average lessons per week- 5.0 lessons/wk</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 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: 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 2-5 grade Math Ren Learn growth is: 2nd- 39% met 1.5 goal 3rd- 53% 4th- 82% 5th- 62% Overall, 60% have met 1.5 years of growth</p> <p>June  June Evidence of Progress 2-5 grade Math Ren Learn growth is: 120 2nd- 41% met 1.5 goal 3rd- 53% 4th- 82% 5th- 62% Overall, 61% have met 1.5 years of growth</p>	120

Strategy 4 Details

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.

Strategy's Expected Result/Impact: 75% of students in AL will show academic growth in one year

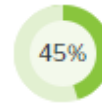
Staff Responsible for Monitoring: RTI teachers
Interventionist
Teachers

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**

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

Reviews

Nov



November Evidence of Progress

4th CBA 1- app- 74.12% CBA2- 86.36%
meets- 31.76% 60.23%
masters 16.47% 46.59%

5th CBA1 - app- 60.49% CBA2- 76.92%
meets-35.8% 42.31%
masters 27.16% 16.67%

Jan



January Evidence of Progress

4th
CBA3 app -70.45% meets- 53.41% masters- 36.36%

5th
CBA3 app-71.43% meets-34.52% masters-16.67%

Mar



March Evidence of Progress

3rd
Benchmark app- 40% meets- 16% masters 3%

4th
Benchmark app -68% meets- 37% masters- 16.36%
121

5th
Benchmark app-64.3% meets-35.52%
masters-18.52%

June



June Evidence of Progress

STAAR results 3rd grade - MATH
Approaches -56.38%
Meets -24.47%
Masters -8.51%

STAAR results 4th grade
Approaches -77.78%
Meets -46.46%
Masters -25.25%

STAAR results -5th grade
Approaches -66.30%
Meets -31.52%
Masters -9.78%

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>	

Nov



November Evidence of Progress

During Math instruction 46.3% of students are using manipulatives.

Jan



January Evidence of Progress

During Math instruction 43.4% of students are using manipulatives.

Mar



March Evidence of Progress

During Math instruction 35.4% of students are using manipulatives.

June



June Evidence of Progress

During Math instruction 66% of students were using manipulatives.

STAAR results 3rd grade - MATH
 Approaches -56.38%
 Meets -24.47%
 Masters -8.51%

123

STAAR results 4th grade
 Approaches -77.78%
 Meets -46.46%
 Masters -25.25%

STAAR results -5th grade
 Approaches -66.30%
 Meets -31.52%
 Masters -9.78%

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: 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

Summative Evaluation: Exceeded Objective

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 124  Science night held on Feb. 15 - 71 attended, many family nights were postponed due to covid.</p> <p>June June Evidence of Progress  Literacy, science, and fine arts night was a huge success. With over 120 in attendance. 81 members this year in our BBE PTA.</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 data-bbox="1276 428 2028 565"> <p>Nov November Evidence of Progress</p>  20% Due to Thanksgiving meal shortages, we were unable to provide a meal in November. We did provide food at fall fest (Oct. 29)</div> <div data-bbox="1276 584 2028 721"> <p>Jan January Evidence of Progress</p>  45% We have a family engagement and dinner planned for the Spring (April 6).</div> <div data-bbox="1276 740 2028 876"> <p>Mar March Evidence of Progress</p>  70% Beautify BBE event on March 24, for the Spring parent engagement, 32 attended.</div> <div data-bbox="1276 896 2028 1032"> <p>June June Evidence of Progress</p>  Had to switch family dinner out and do a fine arts auction, which was well attended with over 120 in attendance.</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1047 659 1092">  0% No Progress </div> <div data-bbox="764 1047 978 1092">  100% Accomplished </div> <div data-bbox="1079 1047 1331 1092">  Continue/Modify </div> <div data-bbox="1436 1047 1625 1092">  Discontinue </div> </div>	





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



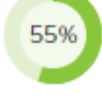





Performance Objective 2: Bluebonnet will provide Violence and Health education through 7 Mindsets.

HB3 Goal

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

Summative Evaluation: Met Objective

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 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: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>85%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>Only 11 disciplinary referrals have been written.</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: center;"> <p>January Evidence of Progress</p> <p>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.</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>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.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>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.</p> </div> </div> </div>

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 423 1997 1057"> <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 100% of all classrooms were visited in February and March for guidance counselor lessons on grit and perseverance.</p>  <p>June June Evidence of Progress 100% of all classrooms were visited in 2021-2022 for guidance counselor lessons. This year our counselor held groups and check ins due to family trauma and grief (loss of family members).</p>  </div>
<div data-bbox="464 1073 1627 1122">  No Progress  Accomplished  Continue/Modify  Discontinue </div>	



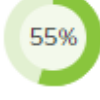

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.




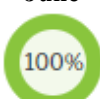




Performance Objective 3: Bluebonnet will increase student attendance. Attendance goal is 97%

HB3 Goal

Evaluation Data Sources: ADA reports
Teacher attendance tracker

Summative Evaluation: Some progress made toward meeting Objective

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 128  Our cumulative attendance percentage for the year is 91.52%.</p> <p>June June Evidence of Progress  Our cumulative attendance percentage for the 2021-2022 school year is 91.15%</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 451 2020 587"> <p>Nov November Evidence of Progress</p>  <p>Our cumulative attendance percentage for the year is 91.06%.</p> </div> <div data-bbox="1276 604 2020 740"> <p>Jan January Evidence of Progress</p>  <p>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> </div> <div data-bbox="1276 756 2020 893"> <p>Mar March Evidence of Progress</p>  <p>All grade levels have a Fun Friday experiment and Mondays are "hands on new learning." Our cumulative attendance percentage for the year is 91.52%.</p> </div> <div data-bbox="1276 909 2020 1045"> <p>June June Evidence of Progress</p>  <p>All grade levels had a Fun Friday experiment or STEAM activity. Mondays are "hands on new learning." Our cumulative attendance percentage for the year was 91.15%.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1091 661 1136">  No Progress </div> <div data-bbox="766 1091 982 1136">  Accomplished </div> <div data-bbox="1081 1091 1333 1136">  Continue/Modify </div> <div data-bbox="1438 1091 1627 1136">  Discontinue </div> </div>	


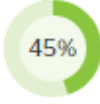


Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

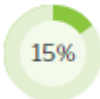



Performance Objective 1: Bluebonnet will increase teacher retention by 15% for the 2021-2022 school year.





Evaluation Data Sources: teacher surveys





Teacher feedback
collaborative leadership









Summative Evaluation: Significant progress made toward meeting Objective

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>	<p>Nov November Evidence of Progress</p> <p> Campus admin had new teacher support meeting October 13. Supported- 92% More opportunities to observe others-88%</p> <p>Jan January Evidence of Progress</p> <p> Campus admin had new teacher support meeting December Supported- 96% More opportunities to observe others-88% (due to 130 issues with sub shortage, this opportunity was postponed until Feb.)</p> <p>Mar March Evidence of Progress</p> <p> Campus admin had new teacher support meeting Februray Supported- 94% More opportunities to observe others-90%</p> <p>June June Evidence of Progress</p> <p> Campus admin had new teacher support meetings this school year. Supported- 96% of new to BBE or profession felt supported. Feedback from survey was to have more opportunities to observe others-90%.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: All teachers will set performance goals and work with instructional leadership in a coaching cycle together to improve in any area a teacher identifies.</p> <p>Strategy's Expected Result/Impact: Teachers will have a set goal and work toward goal attainment to feel successful</p> <p>Staff Responsible for Monitoring: teachers admin</p> <p>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>	<div data-bbox="1276 121 1995 251"> <p>Nov November Evidence of Progress</p>  <p>100% of teachers have had a goal setting conference with an administrator to set goals for coaching cycles.</p> </div> <div data-bbox="1276 276 1995 438"> <p>Jan January Evidence of Progress</p>  <p>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> </div> <div data-bbox="1276 462 1995 625"> <p>Mar March Evidence of Progress</p>  <p>100% of teachers have had a goal setting conference with an administrator to set goals for coaching cycles. 93% have had TTESS observations with post conferences.</p> </div> <div data-bbox="1276 649 1995 844"> <p>June June Evidence of Progress</p>  <p>100% of teachers have had a goal setting conference with an administrator to set goals for coaching cycles. 100% have had TTESS observations with post conferences. and summatives where goals for next year were clearly put into place for summer pd based on all instructional data.</p> </div>

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> Average 3-4 daily shout outs during morning announcements. 22/65 staff members have been recognized by a peer during Wed faculty meetings.</p> <p>Jan January Evidence of Progress</p> <p> 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> Average 3-4 daily shout outs during morning announcements. 35/65 staff members have been recognized by a peer during Wed faculty meetings.</p> <p>June June Evidence of Progress</p> <p> Average 3-4 daily shout outs during morning announcements. 65/65 staff members were recognized by a peer during Wed faculty meetings and during morning 132 announcements combined.</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  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. Learning Tour conducted in April, 2 residents hired.</p> <p>June June 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. BBE hired 4 residents out of the 6 that were placed on campus. The other 2 were offered positions back home where they were returning after graduation.</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 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  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. Interviews will be set up for Lever Leader (shared leadership model).</p> <p>June June Evidence of Progress  Teachers are holding themselves accountable by identifying their individual roles on campus. 3 out of 5 teachers who were high potentials applied and were selected for BBE Lever Leaders. 134</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

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

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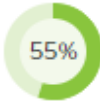

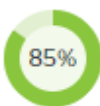

Goals





Goal 1: 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









Summative Evaluation: Met Objective

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>	<div data-bbox="1276 634 2030 771"> <p>Nov November Evidence of Progress</p> <p>We are currently at 58% mastery at this time</p>  </div> <div data-bbox="1276 787 2030 924"> <p>Jan January Evidence of Progress 138</p> <p>After the 2nd 9-weeks, 85% of Pre-K students are @ Set or Go</p>  </div> <div data-bbox="1276 940 2030 1076"> <p>Mar March Evidence of Progress</p> <p>After the 3rd 9-weeks, 88% of Pre-K students are @ Set or Go.</p>  </div> <div data-bbox="1276 1092 2030 1229"> <p>June June Evidence of Progress</p> <p>After the 4th 9-weeks, 94% of Pre-K students are at Set and Go.</p>  </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 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>	<div data-bbox="1276 121 2005 316"> <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> </div> <div data-bbox="1276 332 2005 527"> <p>Jan January Evidence of Progress</p>  <p>All students enrolled in Pre-K were assessed during 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> </div> <div data-bbox="1276 544 2005 706"> <p>Mar March Evidence of Progress</p>  <p>All students enrolled in Pre-K were assessed during the third nine-week grading period. Students are on target to be kindergarten-ready. Pre-K students are currently at 80% in Emergent Literacy.</p> </div> <div data-bbox="1276 722 2005 876"> <p>June June Evidence of Progress</p>  <p>All students enrolled in Pre-K were assessed during the fourth nine-week grading period. Students are on target to be kindergarten-ready. Pre-K students are currently at 88% in Emergent Literacy.</p> </div>

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>	<div data-bbox="1276 121 2030 373"> <p>Nov November Evidence of Progress</p>  <p>We are making significant progress in meeting this goal Reading</p> <ul style="list-style-type: none"> 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 </div> <div data-bbox="1276 389 2030 673"> <p>Jan January Evidence of Progress</p>  <p>We are making significant progress in meeting our goals in instructional strategies based on fundamental 5 data for the second nine weeks.</p> <ul style="list-style-type: none"> 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 </div> <div data-bbox="1276 690 2030 1006"> <p>Mar March Evidence of Progress</p>  <p>We are making significant progress in meeting our goals in instructional strategies based on fundamental 5 data for the third nine weeks. In LA based on 180⁴⁰ observations:</p> <ul style="list-style-type: none"> PZ- 93% at Proficient and above R&R -92% Proficient and above FGSPT- 94% at Proficient and above LF 97% at Proficient and above CW 83% at Proficient and above </div> <div data-bbox="1276 1023 2030 1307"> <p>June June Evidence of Progress</p>  <p>All fundamental 5 meeting our goals were met for the 2021-2022 school year in LA based on 180 observations:</p> <ul style="list-style-type: none"> PZ- 93% at Proficient and above R&R -92% Proficient and above FGSPT- 70% at Proficient and above LF 98% at Proficient and above CW 52% at Proficient and above </div>

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> 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 ¹⁴¹ questions or concerns to the next training sessions. Additional training may be brought in based on teacher feedback.</p> <p>June June 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>





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 2011 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 2011 695"> <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 716 2011 971"> <p>Mar March 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 Differentiated Instruction we are currently at 38% proficient with sentence stem, visuals at 97.5%, and 41.4% in the flexible grouping.</p> </div> <div data-bbox="1276 992 2011 1117"> <p>June June Evidence of Progress</p>  <p>Differentiated Instruction we are currently at 62% proficient with sentence stem, visuals at 98%, and 81% in the flexible grouping.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1133 659 1182">  No Progress </div> <div data-bbox="764 1133 980 1182">  Accomplished </div> <div data-bbox="1079 1133 1331 1182">  Continue/Modify </div> <div data-bbox="1436 1133 1625 1182">  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

Summative Evaluation: Exceeded Objective

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="1276 412 2026 602"> <p>Nov November Evidence of Progress</p>  <p>We are making significant gains in the RSK math skills. After the first grading period, we are at 72.4%. Teachers are using sentence stems a lot more in math. Since adding sentence stems to the fundamental 5 walkthrough form teachers are at 70%.</p> </div> <div data-bbox="1276 621 2026 841"> <p>Jan January Evidence of Progress</p>  <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, 143/78 total observed.</p> </div> <div data-bbox="1276 860 2026 1174"> <p>Mar March Evidence of Progress</p>  <p>RSK math skills decreased during the third nine-week grading period to 80%. This could be due to the skills getting a little harder. Teachers are using sentence stems a lot more in math. Since adding sentence stems from the fundamental 5 walkthrough form teachers are at 38% proficient, and 94 total observations in math. Differentiated Instruction we are currently at 38% proficient with sentence stem, visuals at 97.5%, and 41.4% in the flexible grouping.</p> </div> <div data-bbox="1276 1193 2026 1386"> <p>June June Evidence of Progress</p>  <p>Walkthrough Data in math for differentiation is as follows: Sentence Stems- 35% Visuals- 98% Flexible Grouping-45%</p> </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> All students enrolled in Pre-K were assessed at the third nine-week grading period on the RSK math skills. Students are on target to be kindergarten-ready at 80% mastery in math.</p> <p>June June Evidence of Progress</p> <p> Students completed the school year with 94% of students showing mastery in RSK Math.</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>	<div data-bbox="1276 120 2028 310"> <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 WTs)</p> </div> <div data-bbox="1276 331 2028 521"> <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 WTs)</p> </div> <div data-bbox="1276 542 2028 672"> <p>Mar March Evidence of Progress</p>  <p>Our Fundamental 5 data in math is currently PZ 93%; RR 94%; FSGPT 85%; LF 97%; CW 55% (94WTs)</p> </div> <div data-bbox="1276 693 2028 823"> <p>June June Evidence of Progress</p>  <p>End of the year Fundamental 5 data in math is: Power Zone-96%, Recognize & Reinforce- 95%, FSGPT-66%, Lesson Frame-98%, Critical Write-56% 145</p> </div>





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>	<div data-bbox="1276 240 2011 373"> <p>Nov November Evidence of Progress</p>  <p>All Pre-K students who were enrolled were assessed at the six-week grading periods.</p> </div> <div data-bbox="1276 397 2011 531"> <p>Jan January Evidence of Progress</p>  <p>All Pre-K students who were enrolled were assessed at the six-week grading period and at the nine-week grading period.</p> </div> <div data-bbox="1276 555 2011 688"> <p>Mar March Evidence of Progress</p>  <p>All Pre-K students who were enrolled were assessed at the six-week grading period and at the nine-week grading period up to the third nine weeks.</p> </div> <div data-bbox="1276 712 2011 846"> <p>June June Evidence of Progress</p>  <p>All Pre-K students who were enrolled were assessed at the six weeks of the grading period and at the nine-week grading period up to the fourth nine weeks.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 862 659 906">  No Progress </div> <div data-bbox="764 862 978 906">  Accomplished </div> <div data-bbox="1079 862 1331 906">  Continue/Modify </div> <div data-bbox="1436 862 1625 906">  Discontinue </div> </div>	

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.

Summative Evaluation: Met Objective

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 148</p>  <p>Parents were able to attend the Pre-K musical in March face to face. Parents were able to attend Parent conferences in October and February face to face. Parents receive weekly communication through Parent Square, newsletters, and in the homework folder.</p> <p>June June Evidence of Progress</p>  <p>Parents were able to attend the Pre-K musical in March face to face. Parents were able to attend Parent conferences in October and February face to face. Parents receive weekly communication through Parent Square, newsletters, and in the homework folder. Families were able to attend both Family Literacy Nights on campus, and attend graduation in the building. Lunches were opened up for parents in the second half of the school year.</p>

Strategy 2: Students will be recognized monthly for exceptional attendance.

Strategy's Expected Result/Impact: ADA will reach at least 95%.

Staff Responsible for Monitoring: Principal, Teacher, and Parents

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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. 150

Mar



March Evidence of Progress

Students with good attendance are rewarded with brag tags, certificates, and their names announced over the intercom. Several classes have been rewarded with a class popcorn party for completing the attendance board for the first time. The first reward is 11 days of 100% attendance. I have three classes who have completed the board for the second round and those classes received a snowcone party.

June



June Evidence of Progress

Students with good attendance and perfect attendance were rewarded with an attendance field trip to Austin Aquarium in April. Students with good attendance are rewarded with brag tags, certificates, and their names announced over the intercom. Several classes have been rewarded with a class popcorn party for completing the attendance board for the first time, and snowcone parties for the second time that they completed the attendance board. We incorporated Fun Fridays in March for students who had perfect attendance for the

week.

Strategy 3: On-going opportunities will be provided to address fitness, self-care, and to support the social-emotional needs of students and staff.

Strategy's Expected Result/Impact: Increase in student attendance rate >95%. Healthy fitness activities will be provided to staff to maintain balance and reduce stress which will increase staff retention rate >90%.

Staff Responsible for Monitoring: Hospitality Committee, PE Teacher, Nurse, Lead Teachers, and Principal

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress









Weekly options are sent out to the staff with 153 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. We started "Wellness Wednesday" in March where staff receives a healthy snack.

June



June Evidence of Progress





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. We started "Wellness Wednesday" in March where staff receives a healthy snack.





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 2028 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 2028 732"> <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 748 2028 1029"> <p>Mar March 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 1045 2028 1333"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1354 659 1398">  No Progress </div> <div data-bbox="764 1354 980 1398">  Accomplished </div> <div data-bbox="1079 1354 1331 1398">  Continue/Modify </div> <div data-bbox="1436 1354 1625 1398">  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.

Summative Evaluation: Met Objective

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 Resiliency</p> <p>Mar March 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 Resiliency.</p> <p>June June 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 Resiliency.</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>	<div data-bbox="1276 121 1995 251"> <p>Nov November Evidence of Progress  We are currently at 46.7% CD observed during walk-throughs.</p> </div> <div data-bbox="1276 276 1995 406"> <p>Jan January Evidence of Progress  We are currently at 49% CD being observed during walk-throughs.</p> </div> <div data-bbox="1276 430 1995 560"> <p>Mar March Evidence of Progress  We are currently at 53% CD being observed during walk-throughs.</p> </div> <div data-bbox="1276 584 1995 714"> <p>June June Evidence of Progress  We are currently at 54% CD being observed during walk-throughs.</p> </div>

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.

Strategy's Expected Result/Impact: To create an inclusive, compassionate, helpful, and bully-free learning environment.

Staff Responsible for Monitoring: Principal, and Teachers

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 students and teachers that address social-emotional components. The counselor also works with small groups of students based on teacher and parent referrals.

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.

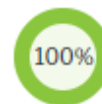
Mar



March 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. The district counselor did a training with the staff addressing social-emotional components and the effects that trauma has on children. He also shared community resources for staff as well.





June















June 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. The district counselor did a training with the

staff addressing social-emotional components and the effects that trauma has on children. He also shared community resources for staff as well.

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>	<div data-bbox="1297 121 1354 147" style="text-align: center;">Nov</div> <div data-bbox="1276 159 1375 256" style="text-align: center;">  </div> <div data-bbox="1528 121 1900 147" style="text-align: center;">November Evidence of Progress</div> <div data-bbox="1413 159 1976 277" style="text-align: center;"> <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> </div> <div data-bbox="1297 305 1354 331" style="text-align: center;">Jan</div> <div data-bbox="1276 342 1375 440" style="text-align: center;">  </div> <div data-bbox="1543 305 1890 331" style="text-align: center;">January Evidence of Progress</div> <div data-bbox="1413 342 2011 516" style="text-align: center;"> <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> </div> <div data-bbox="1297 544 1354 570" style="text-align: center;">Mar</div> <div data-bbox="1276 581 1375 678" style="text-align: center;">  </div> <div data-bbox="1549 544 1883 570" style="text-align: center;">March Evidence of Progress</div> <div data-bbox="1413 581 2011 755" style="text-align: center;"> <p>Information is sent out to parents via newsletters, shared on social media, and 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> </div> <div data-bbox="1297 782 1354 808" style="text-align: center;">June</div> <div data-bbox="1276 820 1375 917" style="text-align: center;">  </div> <div data-bbox="1564 782 1984 808" style="text-align: center;">June Evidence of Progress 161</div> <div data-bbox="1413 820 2011 993" style="text-align: center;"> <p>Information is sent out to parents via newsletters, shared on social media, and 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> </div>

Strategy 5 Details	Reviews
<p>Strategy 5: Teachers will receive a minimum of two coaching cycles and one T-TESS evaluation to support teacher instructional growth.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will score proficient or above in all Fundamental 5 categories.</p> <p>Staff Responsible for Monitoring: Principal</p>	<p>Nov November Evidence of Progress  50% of teachers have received their first coaching cycle meeting.</p> <p>Jan January Evidence of Progress  100% of teachers have received their first coaching cycle meeting.</p> <p>Mar March Evidence of Progress  80% of teachers have received two or more hours of coaching.</p> <p>June June Evidence of Progress  100% of teachers received at least one coaching cycle and 80% of teachers have received two or more hours of coaching.</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>	<div data-bbox="1283 235 2024 365"> <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> </div> <div data-bbox="1283 397 2024 527"> <p>Jan January Evidence of Progress</p> <p> Teachers have been able to observe at least two teachers' instruction during the second semester.</p> </div> <div data-bbox="1283 560 2024 690"> <p>Mar March Evidence of Progress</p> <p> Teachers have been able to observe at least two teachers' instruction during the second semester.</p> </div> <div data-bbox="1283 722 2024 852"> <p>June June Evidence of Progress</p> <p> Teachers had the opportunity to observe a teacher in math and reading instruction for 10-15 minutes. They completed a Peer Walk-through form.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 862 659 906">  No Progress </div> <div data-bbox="764 862 980 906">  Accomplished </div> <div data-bbox="1079 862 1331 906">  Continue/Modify </div> <div data-bbox="1436 862 1625 906">  Discontinue </div> </div>	

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

Mission Statement

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

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

Vision

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

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

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

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Core Beliefs

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

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Goal 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.	11
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.	17
Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.	25

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)









Summative Evaluation: Significant progress made toward meeting Objective





167

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</p> <p> 88% of students are able to identify 18 uppercase/lowercase letters 168</p> <p>ISIP Tier 1 Letter Knowledge: 65% 60% of students met 1.5 goal</p> <p>June June Evidence of Progress</p> <p> 87% of students were able to identify 26 upper/lowercase ISIP Tier 1 Letter Knowledge: 68% 62% of students met 1.5 goal</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 students develop word structure knowledge through phonemic awareness, phonics and morphology to decode and spell. As a result, 80% of students will be to decode CVC words as measured by common assessment-Google Form. Additionally, 80% of 1st grade students will be in Tier One for letter knowledge as measured by ISIP.</p> <p>By the end of the 4th 9 weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p>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> 84% of students can spell CVC words. March ISIP: Tier 1 35% 47% of 1st grade students met 1.5 goal</p> <p>June June Evidence of Progress</p> <p> 88% of students can spell CVC words. May ISIP: Tier 1 37% 58% of 1st grade students met 1.5 goal</p> <p style="text-align: right;">169</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of the 36 instructional weeks, 2nd grade students will be able to develop word structure knowledge through phonics and morphology to decode and spell. As a result, 80% of 2nd grade students will score in Tier 1 in Spelling as measured by ISIP.</p> <p>By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p>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% 65% of 2nd grade students have reached their 1.5 goal</p> <p>Mar March Evidence of Progress</p> <p> Tier 1 Spelling 35% 74% of 2nd Graders have reached their 1.5 goal</p> <p>June June Evidence of Progress</p> <p> Tier 1 Spelling 33% 77% of 2nd Graders have reached their 1.5 goal</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 170</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.</p> <p>Mar March Evidence of Progress</p> <p> Tier 1 Spelling 47% 74% of 3rd Graders have reached their 1.5 goal</p> <p>June June Evidence of Progress</p> <p> Tier 1 Spelling 47% 81% of 3rd Graders have reached their 1.5 goal</p> <p>Reading STAAR Scores Approaches 81% Meets 54% Masters 31%</p>

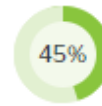
Strategy 5 Details	Reviews
<p>Strategy 5: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Guided Reading and WIN-What I Need time.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 4th grade students will use appropriate 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</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> Tier 1 for Text Fluency 61% 54 % of 4th grade students met their 1.5 goal</p> <p>June June Evidence of Progress</p> <p> Tier 1 for Text Fluency 59% 67% of 4th grade students met their 1.5 goal STAAR Reading 73% Approaches 50% Meets 26% Masters</p>
Strategy 6 Details	Reviews 174
<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 65% of 5th grade students have reached their 1.5 goal.</p> <p>Mar March Evidence of Progress</p> <p> 5.6F 71.29% were able to make inferences 70% of 5th grade students have reached their 1.5 goal.</p> <p>June June Evidence of Progress</p> <p> STAAR Reading 82% Approaches 66% Meets 47% Masters 77% of 5th grade students have reached their 1.5 goal.</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 17/19 students increased by at least 1 STAR level-89%</p> <p>Jan  January Evidence of Progress 18/19 students increased by at least 1 STAR level-95%</p> <p>Mar  March Evidence of Progress 18/19 students increased by at least 1 STAR level-95%</p> <p>June  June Evidence of Progress 20/20 students increased by at least 1 STAR level-95%</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-</p>	

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

Nov



November Evidence of Progress

39% of 4th grade students who did not meet standard Reading STAAR performed at the Approaches level on their CBA #2

64% of 5th grade students who failed Reading STAAR performed at the Approaches level on their CBA #2

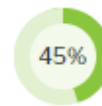
Jan



January Evidence of Progress

No new data at this time

Mar



March Evidence of Progress

29% of 4th grade students who did not meet standard on the 3rd grade Reading Staar performed at approaches or better on the Benchmark test

24% of 5th grade students who did not meet standard on the 4th grade Reading Staar performed at approaches or better on the Benchmark test

June



June Evidence of Progress 174

32% of 4th grade students who Did Not Meet expectations on the 3rd grade reading STAAR met the Approaches or greater performance level on STAAR

74% of of 4th grade students who Did Not Meet expectations on the 3rd grade reading STAAR grew as expected or more on STAAR

54% of 5th grade students who Did Not Meet expectations on the 4th grade reading STAAR met the Approaches or greater performance level on STAAR

92% of of 5th grade students who Did Not Meet expectations on the 4th grade reading STAAR grew as expected or more on STAAR

No Progress

Accomplished





Continue/Modify









Discontinue





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

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end 36 instructional weeks, 80% kindergarten students will be able to count to 100 as measured by common assessment-Google Form.</p> <p>By the end of 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p>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 50 175</p> <p>Mar  March Evidence of Progress 79 % of Kindergarten students are able to count to 75.</p> <p>June  June Evidence of Progress 84% of Kindergarten students were able to count to 100</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> 59% of students are able to skip count by 2, 5, and 10 forward and backwards.</p> <p>June June Evidence of Progress</p> <p> 85% of students are able to skip count by 2, 5, and 10 forward and backwards.</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 176</p> <p> 4% of students mastered at least 80% of the addition and subtraction facts</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> 48% of students mastered 80% of their addition and subtraction facts</p> <p>31% of students met their RenMath 1.5 goal</p> <p>June June Evidence of Progress</p> <p> 48% of students mastered 80% of their addition and subtraction facts</p> <p>42% of students met their RenMath 1.5 goal</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> 24% of students have mastered at least 80% of their multiplication and division facts</p> <p>61% of students met their RenMath 1.5 goal</p> <p>June June Evidence of Progress</p> <p> 37% of students have mastered at least 80% of their multiplication and division facts</p> <p>74% of students met their RenMath 1.5 goal 177</p> <p>Math STAAR Scores: 68% Approaches 38% Meets 27% Masters</p>

Strategy 5 Details

Strategy 5: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.

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.

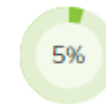
By the end of the 36 instructional weeks, 80% of teachers achieve Accomplished on the LISD Walkthrough Form in the differentiation strategies: sentence stems, flexible grouping and visuals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers

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

Reviews

Nov



November Evidence of Progress

54% of 4th grade students were able to relate decimals to fractions 4.2G

52% of 4th grade students who failed Math STAAR performed at the Approaches level on their CBA #2

56% of students met their RenMath 1.5 goal

Jan

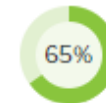


January Evidence of Progress

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.

56% of students met their RenMath 1.5 goal

Mar



March Evidence of Progress

48.2% of students were able to correctly relate decimals to fractions that name tenths and hundredths. 4.2 G (CBA 3)

61% of students met their RenMath 1.5 goal

178

June







June Evidence of Progress









75% of students met their RenMath 1.5 goal

Math STAAR
71% Approaches 37% Meets 21% Masters

48% of 4th grade students who Did Not Meet expectations on the 3rd grade math STAAR met the Approaches or greater performance level on STAAR

62% of 4th grade students who Did Not Meet expectations on the 3rd grade math STAAR grew as expected or more on STAAR

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> 5.3K 47.22% of students were able to add and subtract positive rational numbers (CBA 3)</p> <p>73% of students met their RenMath 1.5 goal</p> <p>June June Evidence of Progress</p> <p> 83% of students met their RenMath 1.5 goal 179</p> <p>Math STAAR 79% Approaches 46% Meets 22% Masters</p> <p>61% of 5th grade students who Did Not Meet expectations on the 4th grade math STAAR met the Approaches or greater performance level on STAAR</p> <p>86% of of 5th grade students who Did Not Meet expectations on the 4th grade math STAAR grew as expected or more on STAAR</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="margin-bottom: 10px;"> <p>Nov November Evidence of Progress</p>  <p>17/19 students increased by at least 1 STAR level-89%</p> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p>  <p>18/19 students increased by at least 1 STAR level-95%</p> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p>  <p>18/19 students increased by at least 1 STAR level-95%</p> </div> <div> <p>June June Evidence of Progress</p>  <p>10/19 students increased by at least 1 STAR level-100%</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 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

Summative Evaluation: Some progress made toward meeting Objective

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>	<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>As of 12/6/21, current ADA is 90% for the 21-22 school year.</p> <p style="text-align: right;">181</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>As of 3/1/22, current ADA is 90% for the 21-22 school year.</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>As of 4/1/22, current ADA is 90% for the 21-22 school year.</p> </div> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>21-22 ADA is 91%</p> </div> </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 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)

Summative Evaluation: Exceeded Objective

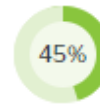
Strategy 1 Details	Reviews
<p>Strategy 1: Strategy: Communicate with families via social media, Parent Square and weekly newsletters regarding family engagement opportunities. Family Game Nights per semester (1 Math and 1 Reading Family Night per Semester), Monthly Pastries with the Principal, Breathe 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>	

Support: Administrators and/or counselor will reach out to parents who are not engaging in school activities.

Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2

Nov



November Evidence of Progress

Family Participation Percentages by Grade Level
Kindergarten 81%
1st 65%
2nd 69%
3rd 78%
4th 72%
5th 73%
FL: 48%

Jan



January Evidence of Progress

Family Participation Percentages by Grade Level
Kindergarten 91%
1st 78%
2nd 92%
3rd 81%
4th 90%
5th 95%
FL: 49%

Mar



March Evidence of Progress

Family Participation Percentages by Grade Level
Kindergarten 91 %
1st 83%
2nd 92%
3rd 87 %
4th 92%
5th 95%
FL: 53%

184

June



June Evidence of Progress

Overall Family Participation 88%
Family Participation Percentages by Grade Level
Kindergarten 92%
1st 84%
2nd 93%
3rd 87 %
4th 92%
5th 96%
FL: 72%

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: Strategy: Students will structured movement and social-emotional learning opportunities (Breathe For Change, 7 Mindsets, Go Noodle). Students will also have a choice of AM and PM clubs such as: yoga, running, dance, choir, garden and robotics. Leading Indicator: Beginning, Middle and End of Year Student Surveys Monitoring/Support: Daily wellness check-ins during morning meetings and Friday Pride Family Time.</p> <p>Strategy's Expected Result/Impact: Improved relational capacity, safety and overall health (emotional and physical) of students as measured by beginning, middle and end of year surveys.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit,</p>	

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

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.

187
64% of students surveyed agree or strongly agree that they have enough opportunities to move their body during the school day.

Mar



March Evidence of Progress

No new data-Next survey is in May

June



June Evidence of Progress


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


88% of students surveyed feel connected to an adult at school.

66% of students surveyed agree or strongly agree that they feel safe at school.

56% of students surveyed agree or strongly agree that they have enough opportunities to move their body during the school day.

 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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<div style="border: 1px solid black; padding: 5px;"> <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 190</p> <p> No new data-Next Teacher-led PD is in April</p> <p>June June Evidence of Progress</p> <p> End of Year: 100% of US Prep/Texas State residents and 83% of professionals have facilitated in a teacher-led professional development session.</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 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)

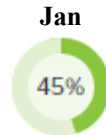
Summative Evaluation: Significant progress made toward meeting Objective

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>	<p style="text-align: right;">191</p>



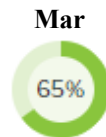
November Evidence of Progress

51 students (11%) have conducted a student-led conference this year.



January Evidence of Progress

47% of CFE have conducted a student-led conference this year.



March Evidence of Progress

67% of CFE students have conducted a student-led conference this year.



June Evidence of Progress

Overall: 79%
Kindergarten 60%
1st grade 69%
2nd grade 90%
3rd grade 97%
4th grade 84%
5th grade 68%

192

No Progress

Accomplished

Continue/Modify









Discontinue

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

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

Evaluation Data Sources: Quarterly Growth and Improvement Survey

Summative Evaluation: Met Objective

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>	<div data-bbox="1276 711 2026 852"> <p>Nov November Evidence of Progress</p>  <p>86% of teachers surveyed report a satisfaction rate related to professional growth and improvement 193 opportunities.</p> </div> <div data-bbox="1276 868 2026 1010"> <p>Jan January Evidence of Progress</p>  <p>90% of teachers surveyed report a satisfaction rate related to professional growth and improvement opportunities.</p> </div> <div data-bbox="1276 1026 2026 1167"> <p>Mar March Evidence of Progress</p>  <p>No new data-Next survey in May</p> </div> <div data-bbox="1276 1183 2026 1325"> <p>June June Evidence of Progress</p>  <p>93% of teachers (hourly employees not surveyed) surveyed report a satisfaction rate related to professional growth and improvement opportunities.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1333 659 1377">  No Progress </div> <div data-bbox="764 1333 978 1377">  Accomplished </div> <div data-bbox="1079 1333 1331 1377">  Continue/Modify </div> <div data-bbox="1436 1333 1625 1377">  Discontinue </div> </div>	

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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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> 47% of walkthroughs in visuals are at the accomplished/distinguished while 44% of walkthroughs in flexible grouping are at accomplished/distinguished.</p> <p>June June Evidence of Progress</p> <p> 40% of walkthroughs in visuals are at the accomplished/distinguished while 39% of walkthroughs in flexible grouping are at accomplished/distinguished.</p>

Strategy 2: Adjust professional development opportunities for campus leadership based on Fundamental 5 data, as evidenced by the district-created walkthrough form.

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.

Staff Responsible for Monitoring: Pope(Lead) / McBride (data)

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

For Language Arts our districtwide Fundamental 5: Lesson Frame is at 56.8% for accomplished or above, FSGPT is at 23.8%, Recognize and Reinforce is at 45%, and Critical Write is 34%. We have met our goals for Critical Write and Recognize and Reinforce . Our focus area in elementary was 4th grade. For 4th grade we met our goals in all areas except Lesson Frame. We had 30% for Critical Write, 53% for Lesson Frame, 35% for FSGPT and 47% for Recognize and Reinforce. For our focus at Secondary we only met our goal with Critical Write. We had 40.5% with Critical write in secondary ELAR, 48% with Lesson Frame, 13.3% for FSGPT and 33% for Recognize and Reinforce.

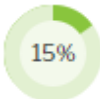



June











June Evidence of Progress





For Language Arts our districtwide Fundamental 5: Lesson Frame is at 57.1% for accomplished or above, FSGPT is at 24.1%, Recognize and Reinforce is at 45.7%, and Critical Write is 33.8%. We have met our goals for Critical Write and Recognize and Reinforce . Our focus area in elementary was 4th grade. For 4th grade we met our goals in all areas except Lesson Frame. We had 30% for Critical Write, 53.3% for Lesson Frame, 35.3% for FSGPT and 47% for

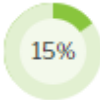
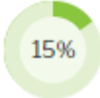
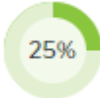





Recognize and Reinforce. For our focus at Secondary we only met our goal with Critical Write. We had 39.9% with Critical write in secondary ELAR, 52.7% with Lesson Frame, 11.6% for FSGPT and 37% for Recognize and Reinforce.

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>	<div data-bbox="1276 121 2016 284"> <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> </div> <div data-bbox="1276 300 2016 462"> <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> </div> <div data-bbox="1276 479 2016 641"> <p>Mar March Evidence of Progress</p>  <p>March ISIP scores indicate that an average of 9% more students are showing Tier I when compared to August. EOY Amplify testing will happen in April, and ISIP will be monitored for April and May.</p> </div> <div data-bbox="1276 657 2016 1031"> <p>June June Evidence of Progress</p>  <p>May ISIP scores show that an average of 9% more students are scoring at Tier I in May as compared to August, in both English and Spanish. In English, Amplify testing shows 13% more kindergarten 201 students, 15% more first graders, 5% more 2nd graders, 4% more 3rd graders, and 2% more 5th graders are scoring At Benchmark or Above Benchmark than in September. The fourth grade percentage fell from 41% to 38% in English. In Spanish, the percentage At or Above Benchmark fell 51% in Kindergarten, but rose 20% in first grade and 2% in second grade.</p> </div>

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> Each campus principal is meeting with C&I to go over benchmark results and identify levels of support going into STAAR testing. Based on benchmark data, the district wide STAAR component score is 30.</p> <p>June June Evidence of Progress</p> <p> Based on preliminary STAAR data, the district wide STAAR component score is 36. This represents an increase of 4 points from 32. 202</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> All 2nd-5th grade bilingual teachers, as well as secondary ESL/case manager teachers were trained on implementing the Summit K-12 baseline assessment. TELPAS was administered in February/March. There was an administration rate of 98% (6,072 students). The state results are anticipated in May. ABS provided teacher professional development in the area of dual language in February. Dr. Kennedy was in Lockhart ISD to provide a 2 day training on next steps.</p> <p>June June 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. TELPAS was administered in February/March. There was an administration rate of 98% (6,072 students). ABS provided teacher professional development in the area of dual language in February. Dr. Kennedy was in Lockhart ISD to provide a 2 day training on next steps. The dual language one way program at ABS will add 4th grade next year. TELPAS was administered in March. Results indicated a +6% gain on the Progress from 2020-2021 to this current year 2021-2022.</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> About 31% of students who failed STAAR reading last year passed their Benchmark Assessments. 5th grade showed the largest percentage passing (47%) and 6th grade had the lowest (13%). Campuses have designed tutorial plans to help improve student performance.</p> <p>June June Evidence of Progress</p> <p> In reading, 43% of the students who failed in 2021 passed in 2022. 20% of English I retesters passed, and 27% of English II retesters passed in 2022.</p>

Strategy 7 Details	Reviews
<p>Strategy 7: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk-through form.</p> <p>Strategy's Expected Result/Impact: As a result of differentiation strategies being used, there will be a 10% increase in students demonstrating growth on the STAAR Reading at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Corona (Lead)</p>	<div data-bbox="1276 305 2028 560"> <p>Nov November Evidence of Progress</p>  <p>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.</p> </div> <div data-bbox="1276 576 2028 831"> <p>Jan January Evidence of Progress</p>  <p>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, 2.36% of special educators are at accomplished or distinguished with flexible grouping. 205</p> </div> <div data-bbox="1276 847 2028 1102"> <p>Mar March Evidence of Progress</p>  <p>In data collected during 183 walk throughs of special education classrooms during language arts instruction, 9.5% of special educators are at accomplished or distinguished in sentence stems, 37.6% of special educators are at accomplished or distinguished with visuals, 26.6% of special educators are at accomplished or distinguished with flexible grouping.</p> </div> <div data-bbox="1276 1118 2028 1373"> <p>June June Evidence of Progress</p>  <p>In data collected during 192 walk throughs of special education classrooms during language arts instruction, 7.9% of special educators are at accomplished or distinguished in sentence stems, 38.1% of special educators are at accomplished or distinguished with visuals, 28.5% of special educators are at accomplished or distinguished with flexible grouping.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1385 659 1429">  No Progress </div> <div data-bbox="764 1385 978 1429">  Accomplished </div> <div data-bbox="1079 1385 1331 1429">  Continue/Modify </div> <div data-bbox="1432 1385 1625 1429">  Discontinue </div> </div>	

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

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

Strategy 1 Details	Reviews
<p>Strategy 1: Provide training and support to administrators and teachers on Flexible Learning Paths to improve tier one instruction, as evidenced by 70% usage in walkthrough data.</p> <p>Strategy's Expected Result/Impact: 85% of the students in Grades 4-8 Math and Algebra 1 STAAR will meet STAAR progress.</p> <p>Staff Responsible for Monitoring: Harber / Corona (lead) /McBride (data)</p>	<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> 0% Based on benchmark data, the math progress score is 53.</p> <p>June June Evidence of Progress 206</p> <p> Based on preliminary STAAR results, the districts Math progress score is 66 which represents an increase of 23 points from a 43 progress score last year in 20-21.</p>

Strategy 2 Details

Strategy 2: Adjust professional development opportunities for campus leadership based on Fundamental 5 data, as evidenced by the district-created walkthrough form.

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.

Staff Responsible for Monitoring: Pope (lead) /McBride (data) / Harber

Reviews

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress





For Math our districtwide Fundamental 5: Lesson Frame is at 52% for accomplished or above, FSGPT is at 20.7%, Recognize and Reinforce is at 40%, and Critical Write is 34%. We have met our goals for Recognize and Reinforce . Our focus area in elementary was 4th grade. For 4th grade we did not meet our goals in any areas. We had 21% for Critical Write, 54.5% for Lesson Frame, 27.3% for FSGPT and 36.5% for Recognize and Reinforce.





June











June Evidence of Progress

For Math our districtwide Fundamental 5: Lesson Frame is at 51.7% for accomplished or above, FSGPT is at 20.3%, Recognize and Reinforce is at 45.5%, and Critical Write is 20%. We have met our goals for Recognize and Reinforce. Our focus area in elementary was 4th grade. For 4th grade we did not meet our goals in any areas. We had 20% for Critical Write, 65.5% for Lesson Frame, 25.5% for FSGPT and 35.3% for Recognize and Reinforce.





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>Each campus principal is meeting with C&I to go over benchmark results and identify levels of support going into STAAR testing.</p> <p>June June Evidence of Progress</p>  <p>Each campus principal met with C&I to go over STAAR results identifying the areas of success and where the focus for the upcoming school year will be.</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>In data collected during 140 walkthroughs of special education classrooms during math instruction, 4.6% of special educators are at accomplished or distinguished in the use of sentence stems, 36.4% of special educators are at accomplished or distinguished in the use of visuals, and 22% of special educators are at accomplished or distinguished with the use of flexible grouping.</p> <p>June June Evidence of Progress</p>  <p>In data collected during 155 walkthroughs of special education classrooms during math instruction, 3.9% of special educators are at accomplished or distinguished in the use of sentence stems, 39.2% of special educators are at accomplished or distinguished in the use of visuals, and 21.5% of special educators are at accomplished or distinguished with the use of flexible grouping.</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>	<div data-bbox="1276 240 2028 375"> <p>Nov November Evidence of Progress</p>  <p>About 50% of students who failed STAAR Math or Alg I EOC in 2021 passed the first Math/Alg I CBA.</p> </div> <div data-bbox="1276 396 2028 531"> <p>Jan January Evidence of Progress</p>  <p>In grades 4, 5, and Algebra 1, 43% of students who failed STAAR math last year passed their CBA3 math assessment.</p> </div> <div data-bbox="1276 552 2028 711"> <p>Mar March Evidence of Progress</p>  <p>About 35% of students who failed STAAR Math or Alg I last year passed their benchmark assessments. Campuses have created action plans to help these students be successful.</p> </div> <div data-bbox="1276 732 2028 891"> <p>June June Evidence of Progress</p>  <p>In grades 4-8, 49% of the students who did not pass STAAR Math in 2021 did pass STAAR Math in 2022. For EOC Algebra I, 28% of students who did not pass in 2021 did pass in 2022.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 906 661 954">  No Progress </div> <div data-bbox="762 906 980 954">  Accomplished </div> <div data-bbox="1077 906 1331 954">  Continue/Modify </div> <div data-bbox="1432 906 1629 954">  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: 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>Currently, there are 322 seniors and 132 have CCMR indicators. Of the remaining 190 students, 30 have the potential to earn an IBC for their indicator point. All of the 190 remain students are also enrolled in Texas College Bridge: 30 have completed the Math portion, 82 have completed the English portion.</p> <p>June June Evidence of Progress</p>  <p>Over 70% of our 2022 seniors earned their CCMR indicator.</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 data-bbox="1276 282 2028 418"> <p>Nov November Evidence of Progress</p>  <p>Secondary counselors were trained on the 22-23 Secondary Course Guide, Xello Course Planner, and graduation requirements.</p> </div> <div data-bbox="1276 441 2028 578"> <p>Jan January Evidence of Progress</p>  <p>All secondary students (Grades 8-11) completed a four-year plan in Xello.</p> </div> <div data-bbox="1276 600 2028 737"> <p>Mar March Evidence of Progress</p>  <p>All secondary students (Grades 8-11) completed a four-year plan in Xello.</p> </div> <div data-bbox="1276 760 2028 896"> <p>June June Evidence of Progress</p>  <p>100% of 8th graders and the majority of grades 9-12 completed their 4 year plan in Xello.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 906 659 948">  No Progress </div> <div data-bbox="764 906 978 948">  Accomplished </div> <div data-bbox="1079 906 1331 948">  Continue/Modify </div> <div data-bbox="1436 906 1625 948">  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 213</p> <p> Facebook Followers: 6566 on 08/01 - 7054 on 03/31; 7% growth Twitter Followers: 2076 on 08/01 - 2305 on 3/31; 11% growth Instagram Followers: 0 on 08/01- 945 on 03/31- Goal completed + 35% over goal</p> <p>June June Evidence of Progress</p> <p> Facebook Followers: 6566 on 08/01 - 7306 on 03/31; 11% growth Twitter Followers: 2076 on 08/01 - 2346 on 3/31; 13% growth Instagram Followers: 0 on 08/01- 945 on 03/31- Goal completed + 35% over goal</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>	<div data-bbox="1276 121 2005 430"> <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> </div> <div data-bbox="1276 454 2005 552"> <p>Jan January Evidence of Progress</p>  <p>The second staff forum will be scheduled for second semester.</p> </div> <div data-bbox="1276 609 2005 706"> <p>Mar March Evidence of Progress</p>  <p>The second staff forum was held on April 27th. Both elementary and secondary staff attended.</p> </div> <div data-bbox="1276 763 2005 893"> <p>June June Evidence of Progress 214</p>  </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Implement a staff engagement survey to be given in January of 2022 to identify areas of concern by district employees. Highlight any internal areas of concern/improvement, therefore, impacting staff retention and morale.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	<p>Nov November Evidence of Progress No progress; Scheduled for January, 2022</p> <p> 0%</p> <p>Jan January Evidence of Progress 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> 100%</p> <p>Mar March Evidence of Progress In 2022, we had a total of 492 participants compared to 404 in 2021. Overall, in 2022, staff satisfaction is 81.10%; and in 2021, it was 84.16%. Resignations are still being accepted for the 2021-2022 school year as the contract deadline for teachers is 7/3/2022.</p> <p> 100%</p> <p>June June Evidence of Progress </p>





Strategy 4 Details	Reviews
<p>Strategy 4: To determine the satisfaction of new employees the human resources department will survey these employees on October 20, 2021, and February 2, 2021.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction to 85% and above in all areas on the annual staff engagement survey and decrease staff turnover rate for the 2021-2022 school year by 10%.</p> <p>Staff Responsible for Monitoring: Director of Human Resources</p>	<div data-bbox="1276 121 2016 341"> <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> </div> <div data-bbox="1276 365 2016 617"> <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> </div> <div data-bbox="1276 633 2016 763"> <p>Mar March Evidence of Progress</p>  <p>N/A</p> </div> <div data-bbox="1276 787 2016 917"> <p>June June Evidence of Progress 216</p>  </div>





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</p> <p> To date, employees have received an exit survey within 30 days of the last day of employment</p> <p>Jan January Evidence of Progress</p> <p> 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> On 2/24/2022, the HR department moved to an online resignation process automating our systems including the employee exist survey. Employees who resign immediately receive the employee exit survey link.</p> <p>June June Evidence of Progress</p> <p></p> <p style="text-align: right;">217</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 2028 462"> November Evidence of Progress Complete </td> </tr> <tr> <td data-bbox="1249 462 1386 609"> Jan  </td> <td data-bbox="1386 462 2028 609"> January Evidence of Progress </td> </tr> <tr> <td data-bbox="1249 609 1386 755"> Mar  </td> <td data-bbox="1386 609 2028 755"> March Evidence of Progress </td> </tr> <tr> <td data-bbox="1249 755 1386 933"> June  </td> <td data-bbox="1386 755 2028 933"> June Evidence of Progress 218 </td> </tr> </table>	Nov 	November Evidence of Progress Complete	Jan 	January Evidence of Progress	Mar 	March Evidence of Progress	June 	June Evidence of Progress 218
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<table border="0"> <tr> <td data-bbox="462 941 661 982">  No Progress </td> <td data-bbox="756 941 976 982">  Accomplished </td> <td data-bbox="1071 941 1333 982">  Continue/Modify </td> <td data-bbox="1428 941 1627 982">  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></p> <p style="text-align: right;">219</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> A meeting will be held the month of June to prepare for the upcoming school year.</p> <p>June June Evidence of Progress</p> <p></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> SRO's continued to support schools through out the school year. Responding to situations as needed and worked to be proactive by being visible and present.</p> <p>June June Evidence of Progress</p> <p></p> <p style="text-align: right;">221</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

Strategy 4 Details

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

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 triads. On-site counseling 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

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 triads. On-site counseling support provided by SSG. LDMC-individual counseling sessions and small group sessions.

Strategy 4 Details

Reviews

Implementation of Gaggle at the secondary level.
Training and establishing of protocols for administrators.





June



June Evidence of Progress

Continued to solidify protocols for gaggle with secondary campuses and established response during the summer months. This will be a very goal to in someway continue for the upcoming school year as meeting the SEL needs of our students will be continue to be something we can't let off of our radar.

225

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 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 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 7 mindset lessons continue on Mondays at the elementary campuses. Secondary campuses have weekly lessons continued through advisory time.</p> <p>June  June Evidence of Progress The district will be moving towards an implementation of Leader In Me for the upcoming school year.</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 (2/18). Community Mental Health Partners' Mid-Year Directors Meeting (1/7/22) addressing alc./drug

Strategy 6 Details

Reviews

prevention and intervention services.

Mar



March Evidence of Progress





ABS - Connections Agency: small groups on the same.
LJHS - Connections Lessons-Positive Action 6th Grade Coordinator of Counseling - This coordinator has been reviewing the Gaggle Alert System's flagging of student drug/alcohol referencing with school counselors/admin being asked to intervene. A k-12 comprehensive list of alc./drug/tobacco activities is being collected and provided in the district.

June



June Evidence of Progress

230

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 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>Mar  March Evidence of Progress</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

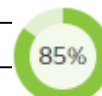
ABS - Second step SEL lessons built around being kind and see something/say something. Connections small groups on the same. SEL lessons and discussions about personal space and the rights of others not to be touched. SEL lessons leading to social emotional wellbeing as well as small groups and individual 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 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

ABS - Second step SEL lessons built around being kind and see something/say something. Connections small

Strategy 8 Details



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



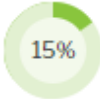

BBE - Jan - Grit / Perseverance. RAK day 2/17.
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 Clear Fork - 7 Mindset lessons (teacher-led) every Monday. Online 24/7 student self-referral to see the counselor ("purple notes"). Partnership with Connections for individual counseling.
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 Plum Creek - Conflict Resolution. 7 Mindset less



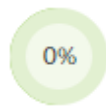




June



June Evidence of Progress

All strategy #8 categories are being monitored and flagged by the Gaggle electronic monitoring system with site counselors/administrators intervening with students and families. Meetings with the Hays -²³⁵ Caldwell Women's Center regarding sexual harassment and dating violence prevention curriculum for high school setting.

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>	<div data-bbox="1276 123 2007 495"> <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> </div> <div data-bbox="1276 516 2007 673"> <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> </div> <div data-bbox="1276 695 2007 852"> <p>Mar March Evidence of Progress</p>  <p>Re-engaging students and increasing attendance at all grade levels continues to be a focus for campuses. Even as COVID numbers have continued to decline, attendance is still lagging by 3% to 4% points.</p> </div> <div data-bbox="1276 873 2024 1153"> <p>June June Evidence of Progress</p>  <p>The district ended the year at 89.07%. An updated attendance manual is being created that establishes clear expectations for staff around the area of procedures for taking attendance. The district is looking into purchasing a software that allows teachers to communicate easily with parents in their native language and centralizing attendance at the secondary level.</p> </div>

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>	<div data-bbox="1260 397 2016 1071"> <p>Nov November Evidence of Progress</p> <p> # of Events YTD: 4</p> <p># 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: 8 237</p> <p>More data forthcoming</p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1088 661 1136"> No Progress</div> <div data-bbox="756 1088 976 1136"> Accomplished</div> <div data-bbox="1071 1088 1333 1136"> Continue/Modify</div> <div data-bbox="1428 1088 1627 1136"> 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: Lockhart ISD will recruit, hire, develop and retain highly qualified staff to positively impact student academic performance

Strategy 1: All positions will be paid at or above market based on the annual TASB pay study.

Strategy's Expected Result/Impact: Increase the applicant pool of highly qualified candidates in Lockhart ISD. 100% fill rate of all teaching positions for the start of the 2022-2023 school year

Staff Responsible for Monitoring: Chief financial officer, Deputy Superintendent, Human Resources Director

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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.

Mar



March Evidence of Progress

On 5/16/2022, The Board approved the following 240 compensation plan:

Clerical paraprofessional staff will receive up to a 37% increase;

Up to an 8% salary increase for our teachers, depending on your years of service as a teacher and prioritizing and incentivizing veteran teachers

Above 5 years of experience from any school district: \$4,150 or up to 8%

4-5 years of experience from any school district: \$1,700 or 3.25%

0-3 years of experience from any school district: \$1,150 or 2.25%

Up to 5% for salaried and administrative staff, depending on roles





Additionally, employees will have significant savings with the district's move to self-funded health insurance next year by leaving TRS Active Care, resulting in the following:





For those currently with TRS Active Care, depending on your TRS plan, monthly savings on the premiums from your paychecks from 11% - 100% or \$21 - \$1,559 per month
For those currently on TSHPB, who are already enjoying significant savings this year from last year







June

June Evidence of Progress

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>	<div data-bbox="1297 123 1352 147" style="text-align: center;">Nov</div> <div data-bbox="1276 159 1373 256" style="text-align: center;">  </div> <div data-bbox="1528 123 1902 147" style="text-align: center;">November Evidence of Progress</div> <div data-bbox="1413 159 2018 646"> <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> </div> <div data-bbox="1297 672 1352 696" style="text-align: center;">Jan</div> <div data-bbox="1276 708 1373 805" style="text-align: center;">  </div> <div data-bbox="1541 672 1890 696" style="text-align: center;">January Evidence of Progress</div> <div data-bbox="1413 708 2018 951"> <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> </div> <div data-bbox="1297 977 1352 1002" style="text-align: center;">Mar</div> <div data-bbox="1276 1013 1373 1110" style="text-align: center;">  </div> <div data-bbox="1549 977 1881 1002" style="text-align: center;">March Evidence of Progress</div> <div data-bbox="1413 1013 2018 1130"> <p>The HR department will continue to participate in these job fairs and expand the recruitment efforts with Huston-Tillotson University, Prairie View A&M & Texas Southern University.</p> </div> <div data-bbox="1297 1156 1352 1180" style="text-align: center;">June</div> <div data-bbox="1276 1192 1373 1289" style="text-align: center;">  </div> <div data-bbox="1562 1156 1869 1180" style="text-align: center;">June Evidence of Progress</div>

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> In May 2022, through the communications department, The Lion Advantage was created providing capturing all of the staff incentives such as \$6,500 bilingual stipends, \$250 referrals for recruiting bilingual teachers, \$10,000 Lever Leader teacher leader stipend, and Increased savings with Lion Care (health insurance) ²⁴³</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>	<div data-bbox="1276 123 2011 402"> <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> </div> <div data-bbox="1276 427 2011 553"> <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> </div> <div data-bbox="1276 578 2011 704"> <p>Mar March 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> </div> <div data-bbox="1276 729 2011 862"> <p>June June Evidence of Progress</p>  </div> <div data-bbox="1940 786 1982 813"> <p>244</p> </div>

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

246

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

The HR department ended the 2021-2022 school year with a total of 128 active subs.

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








Strategy 1 Details	Reviews
<p>Strategy 1: Provide state-required training to all qualified personnel to serve students in the Gifted and Talented program.</p> <p>Strategy's Expected Result/Impact: All teachers, administrators, and counselors who serve students in the Gifted and Talented program will complete the required 30-hour foundational GT training and the 6-hour required to update training.</p> <p>Staff Responsible for Monitoring: GT-Coordinator</p>	<p>Nov November Evidence of Progress</p> <p> 88% of teachers who need the 30-Hour Foundational Training are complete. 75% of the 6-hour updates are complete. 88% of the administrators and counselors have completed their required training.</p> <p>Jan January Evidence of Progress</p> <p> 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> <p>Mar March Evidence of Progress</p> <p> The completion rate for the 30-hour foundational training is 81%. For the 6-hour update, the completion rate is 89%. For the administrator/counselor update, the completion rate is 92%.</p> <p>June June Evidence of Progress</p> <p> 92% of administrators and counselors have completed their 6-hour GT training. 81% of GT Cluster teachers have completed the 30-hour foundational training. 89% of teachers needing the 6-hour update have completed it.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement training and monitoring procedures for Xello to improve Classroom Community</p> <p>Strategy's Expected Result/Impact: 100% completion of 8th-grade course planner submissions</p> <p>Staff Responsible for Monitoring: CTE/Accountability Coordinator, (Lead)</p>	<p>Nov November Evidence of Progress</p> <p> Conducted 8th grade visits to LHS and planning for Spring Visit by 5th graders to LJH.</p> <p>K-12 students have logged in collectively 8,380 times.</p> <p>Jan January Evidence of Progress</p> <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> <p>Mar March Evidence of Progress</p> <p> Goal reached during January review.</p> <p>June June Evidence of Progress</p> <p></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 123 2007 435"> <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 456 2007 586"> <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 607 2007 829"> <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 850 2007 1008"> <p>June June Evidence of Progress</p>  <p>Our new to the profession staff were honored at the April school board meeting. We invited their family and friends and celebrated them with cake and punch. We had 32 out of 51 attend this event.</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> 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. Currently we have 32 teachers in grades 6-12 who need to complete the requirements of year one implementation. We have 35 teachers in grades 6-12 who have their ESL certification. Two face to face ESL academies will be offered in May & June.</p> <p>June June 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. Currently we have 32 teachers in grades 6-12 who need to complete the requirements of year one implementation. We have 35 teachers in grades 6-12 who have their ESL certification. A face to face ESL academy was offered on May 31-June 2. There were a total of 12 teachers who attended. There will be another face to face ESL academy offered on June 27-June 29.</p>

Strategy 5 Details	Reviews
<p>Strategy 5: Implement year one of the LISD Instructional Leadership Academy to increase instructional leader capacity.</p> <p>Strategy's Expected Result/Impact: 90% of participants will report that ILA supported their leadership growth.</p> <p>Staff Responsible for Monitoring: Stephaine Camarillo (Lead), Faith Pope, Cynthia Vasquez, Todd McBride, Melissa Corona, Melissa Royer</p>	<p>Nov November Evidence of Progress  Conducted three modules in the Instructional Leadership Academy which include 25-35.</p> <p>Jan January Evidence of Progress  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  Conducted one module on Walkthroughs and Fundamental 5 in the Instructional Leadership Academy which included 20-25 participants per module.</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 776 2011 878"> <p>Mar March Evidence of Progress 252</p>  <p>The district has received the designation of Common Sense District.</p> </div> <div data-bbox="1297 927 2011 1040"> <p>June June Evidence of Progress</p>  <p>We will continue to support this program with out new LHS librarian.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1078 659 1127">  No Progress </div> <div data-bbox="764 1078 980 1127">  Accomplished </div> <div data-bbox="1079 1078 1331 1127">  Continue/Modify </div> <div data-bbox="1436 1078 1625 1127">  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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <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. 253</p> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p>  <p>The campaign was launched in the fall, and recognition of staff and students continue.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p>  <p>Continue with campaign and will begin the process of choosing our end of the year Lockstars to be honored at our employee recognition banquet to be held in May.</p> </div> <div> <p>June June Evidence of Progress</p>  <p>Employee recognition banquet was held May 8th. Staff were recognized for their contributions of self-connecting and applying behaviors as they relate to our district values.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 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  Continued work with committee members during monthly leadership meetings. ²⁵⁴</p> <p>June June Evidence of Progress  A high potential process was developed across the district that all district leaders can use. A process was established that is universal. This work will continue in the year to come as we continue to unlock the potential of staff in Lockhart ISD.</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>	<div data-bbox="1276 467 2028 602"> <p>Nov November Evidence of Progress</p>  20% Continued work with committee members during monthly leadership meetings. </div> <div data-bbox="1276 626 2028 761"> <p>Jan January Evidence of Progress</p>  65% Continued work with committee members during monthly leadership meetings. </div> <div data-bbox="1276 786 2028 920"> <p>Mar March Evidence of Progress 255</p>  85% Continued work with committee members during monthly leadership meetings. </div> <div data-bbox="1276 945 2028 1096"> <p>June June Evidence of Progress</p>  A process for onboarding AP's was created this year as the committee worked to establish a process that would be universal to all. The work around this role will be piloted this next year. </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1114 659 1157">  No Progress </div> <div data-bbox="764 1114 980 1157">  Accomplished </div> <div data-bbox="1079 1114 1331 1157">  Continue/Modify </div> <div data-bbox="1436 1114 1625 1157">  Discontinue </div> </div>	

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

Performance Objective 6: Establish and clarify roles and expectations based on district values to coach for professional growth and increase retention.

Strategy 1 Details	Reviews
<p>Strategy 1: During the 2021-2022 school year the District leadership team will meet monthly to develop an action plan to meet the goal of clarifying roles and expectations based on the district values.</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <p>Nov November Evidence of Progress</p>  <p>Continued work with committee members during monthly leadership meetings.</p> </div> <div> <p>Jan January Evidence of Progress</p>  <p>Continued work with committee members during monthly leadership meetings.</p> </div> <div> <p>Mar March Evidence of Progress</p>  <p>Continued work with committee members during monthly leadership meetings. 256</p> </div> <div> <p>June June Evidence of Progress</p>  <p>Clear objectives were established from the role clarity group to determine what was needed for each role in LISD. This work will be continued for the upcoming school year.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

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



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Mission Statement

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

Vision

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

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Goals









Goal 1: 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.

Summative Evaluation: Some progress made toward meeting Objective

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>	<div data-bbox="1297 121 1953 341"> <p>Nov November Evidence of Progress</p>  <p>As demonstrated in 22 classroom visits, English 2 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 54.5% Visuals: 50% Flexible Grouping: 27.3%</p> </div> <div data-bbox="1297 365 1953 584"> <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> </div> <div data-bbox="1297 609 1953 828"> <p>Mar March Evidence of Progress</p>  <p>As demonstrated in 62 classroom visits, English 2 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 50% Visuals: 68% Flexible Grouping: 42%</p> </div> <div data-bbox="1297 852 1953 1071"> <p>June June Evidence of Progress</p>  <p>As demonstrated in 75 classroom visits, English 2 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 48% Visuals: 64% Flexible Grouping: 45%</p> </div>

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  All English 2 students participated in the Benchmark Assessment in March</p> <p>June June Evidence of Progress  All assessments were implemented</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 262  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  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  English 2 teachers continue to meet as a PLC team to respond to data and adjust instruction to target power standards</p> <p>June June Evidence of Progress  PLC data analysis structure was successfully implemented.</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Strategy 4: Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved performance to targeted levels on assessments</p> <p>Staff Responsible for Monitoring: T. Williams, L. Pilgrim</p>	<p>Nov November Evidence of Progress  This strategy will be implemented prior to EOC testing in the spring.</p> <p>Jan January Evidence of Progress  This strategy will be implemented prior to EOC testing this semester.</p> <p>Mar March Evidence of Progress  EOC review implemented in all English 2 classes.</p> <p>June June Evidence of Progress  EOC review implemented in all English 2 classes.</p>

Strategy 5 Details	Reviews								
<p>Strategy 5: Strategy 5: World History Teachers will use literacy strategies to improve student reading proficiency and support English 2 performance. Professional development will be provided by the Heart of Texas Writing Project.</p> <p>Strategy's Expected Result/Impact: "Students will be better equipped to use strategies such as visualization and self-monitoring while interacting with a text. Reading stamina will be increased."</p> <p>Staff Responsible for Monitoring: T. Williams, L. Pilgrim</p>	<table border="1"> <tr> <td data-bbox="1249 293 1375 440"> <p>Nov</p>  </td> <td data-bbox="1375 293 2028 440"> <p>November Evidence of Progress</p> <p>This strategy has been discontinued due to the capacity of teacher leaders with unfilled teaching positions for the 2021-2022 school year.</p> </td> </tr> <tr> <td data-bbox="1249 440 1375 586"> <p>Jan</p>  </td> <td data-bbox="1375 440 2028 586"> <p>January Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 586 1375 732"> <p>Mar</p>  </td> <td data-bbox="1375 586 2028 732"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1249 732 1375 914"> <p>June</p>  </td> <td data-bbox="1375 732 2028 914"> <p>June Evidence of Progress 264</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>This strategy has been discontinued due to the capacity of teacher leaders with unfilled teaching positions for the 2021-2022 school year.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress 264</p>
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<p>June</p> 	<p>June Evidence of Progress 264</p>								
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>									

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





Performance Objective 2: "Performance Objective 2:









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









Evaluation Data Sources: Evaluation Data Source:

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

Summative Evaluation: Some progress made toward meeting Objective

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>	<div data-bbox="1276 121 1984 341"> <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> </div> <div data-bbox="1276 365 1984 584"> <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> </div> <div data-bbox="1276 609 1984 828"> <p>Mar March Evidence of Progress</p>  <p>As demonstrated in 99 classroom visits, Algebra 1 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 16% Visuals: 86% Flexible Grouping: 21%</p> </div> <div data-bbox="1276 852 1984 1063"> <p>June June Evidence of Progress</p>  <p>As demonstrated in 118 classroom visits, Algebra 1 classrooms use differentiation strategies at a "proficient" or higher level at the following rates: Sentence Stems: 17% Visuals: 82% Flexible Grouping: 22%</p> </div>

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  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  All Algebra 1 students are participating in content-based assessments (CBAs) during the spring semester</p> <p>Mar March Evidence of Progress  All Algebra 1 students participated in the Benchmark Assessment in March</p> <p>June June Evidence of Progress  All assessments were implemented</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 267  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  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  Algebra 1 teachers meet as a PLC team to respond to data and adjust instruction to target power standards</p> <p>June June Evidence of Progress  PLC data analysis structure was successfully implemented.</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  EOC review implemented in all Algebra 1 classes.</p> <p>June June Evidence of Progress  EOC review implemented in all Algebra 1 classes. 268</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

Summative Evaluation: Met Objective

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 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 All clusters continue to develop and implement.</p> <p>Mar  March Evidence of Progress All clusters continue to develop and implement. 269</p> <p>June  June Evidence of Progress Summer work will occur and implementation will continue next school year</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  All junior and senior-level math and ELAR classes have enrolled students and started the course.</p> <p>Jan January Evidence of Progress  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  All junior and senior-level math and ELAR classes continue to make progress on course completion. CCMR Advisors are tracking individual students.</p> <p>June June Evidence of Progress  75% of all seniors in these classes completed TXCB</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 3: Students will participate in SAT and ACT testing during the school day at LHS.</p> <p>Strategy's Expected Result/Impact: Students will score at or above college-ready levels</p> <p>Staff Responsible for Monitoring: CCMR Advisors</p>	<p>Nov November Evidence of Progress 270  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  SAT for all seniors was administered on April 13th for all juniors. ACT was administered on Feb 12th for seniors.</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</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> Students not passing TSI are enrolled in Texas College Bridge online course for preparation. Calendar of TSI spring testing established. Student data tracking in place.</p> <p>Jan January Evidence of Progress</p> <p> 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> 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>June June Evidence of Progress</p> <p> 198 Seniors met TSI readiness standards for both Math and Reading</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 Spring enrollment </p> <p>Jan January Evidence of Progress AP exams will be administered in the Spring semester. </p> <p>Mar March Evidence of Progress Success data will be available at the end of the semester. </p> <p>June June Evidence of Progress 122 seniors took advantage of our dual-credit/dual-enrollment programs with Austin Community College and UT OnRamps. This has provided our students with an approximate total of \$710,344.00 in tuition savings. (Total of 612 college credit hours) Scores from the May administration of AP testing are not yet available. </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.

Summative Evaluation: Some progress made toward meeting Objective

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</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> Committee will continue the work for the 2022-23 school year</p> <p>June June Evidence of Progress</p> <p> Committee will continue the work for the 2022-23 school year</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>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  SEL lessons continue to be delivered during Advisory every Friday.</p> <p>June June Evidence of Progress  New curriculum chosen for 2022-23 school year ²⁷⁵</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 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.

Summative Evaluation: No progress made toward meeting Objective

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  Attendance teams uses Parent Square to manage communication</p> <p>Jan January Evidence of Progress 276  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  There has been no significant impact on attendance outcomes.</p> <p>June June Evidence of Progress  LHS ended the year with an attendance rate of 85.25%</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  No impact on attendance</p> <p>June June Evidence of Progress  LHS ended the year with an attendance rate of 85.25%</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>	<div data-bbox="1276 240 2028 376"> <p>Nov November Evidence of Progress Attendance team meets weekly to discuss students.</p>  </div> <div data-bbox="1276 396 2028 532"> <p>Jan January Evidence of Progress Attendance team continues to meet weekly to discuss students.</p>  </div> <div data-bbox="1276 552 2028 688"> <p>Mar March Evidence of Progress Attendance team continues to meet weekly to discuss students.</p>  </div> <div data-bbox="1276 708 2028 844"> <p>June June Evidence of Progress LHS ended the year with an attendance rate of 85.25% 278</p>  </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 863 659 906">  No Progress </div> <div data-bbox="764 863 978 906">  Accomplished </div> <div data-bbox="1079 863 1331 906">  Continue/Modify </div> <div data-bbox="1436 863 1625 906">  Discontinue </div> </div>	

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. "



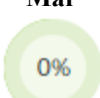

Performance Objective 3: Performance Objective 3:





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.

Summative Evaluation: Some progress made toward meeting Objective

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>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>This will take place in the Spring of 2022</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>This will take place in the Spring of 2022</p> <p>279</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p>
	<p>June</p> 	<p>June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  Vision statement is on agendas. </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  The vision work will be continued for the 2022-23 school year. </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center; width: 100%;">  281 </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 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.

Summative Evaluation: No progress made toward meeting Objective

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>	<table><tr><td data-bbox="1276 623 1373 651">Nov</td><td data-bbox="1409 623 1902 651">November Evidence of Progress</td></tr><tr><td data-bbox="1276 662 1373 753"></td><td data-bbox="1409 662 1545 690">No progress</td></tr><tr><td data-bbox="1276 781 1373 808">Jan</td><td data-bbox="1409 781 1986 808">January Evidence of Progress 282</td></tr><tr><td data-bbox="1276 820 1373 911"></td><td data-bbox="1409 820 1997 878">The student data reflection work will be continued for the 2022-23 school year.</td></tr><tr><td data-bbox="1276 938 1373 966">Mar</td><td data-bbox="1409 938 1881 966">March Evidence of Progress</td></tr><tr><td data-bbox="1276 977 1373 1068"></td><td></td></tr><tr><td data-bbox="1276 1096 1373 1123">June</td><td data-bbox="1409 1096 1871 1123">June Evidence of Progress</td></tr><tr><td data-bbox="1276 1135 1373 1226"></td><td></td></tr></table>	Nov	November Evidence of Progress		No progress	Jan	January Evidence of Progress 282		The student data reflection work will be continued for the 2022-23 school year.	Mar	March Evidence of Progress			June	June Evidence of Progress		
Nov	November Evidence of Progress																
	No progress																
Jan	January Evidence of Progress 282																
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Mar	March Evidence of Progress																
																	
June	June Evidence of Progress																
																	

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>	<table border="0"> <tr> <td data-bbox="1276 224 1373 354"> <p>Nov</p>  </td> <td data-bbox="1411 224 1999 289"> <p>November Evidence of Progress</p> <p>No progress</p> </td> </tr> <tr> <td data-bbox="1276 376 1373 506"> <p>Jan</p>  </td> <td data-bbox="1411 376 1999 474"> <p>January Evidence of Progress</p> <p>The student data reflection work will be continued for the 2022-23 school year.</p> </td> </tr> <tr> <td data-bbox="1276 529 1373 659"> <p>Mar</p>  </td> <td data-bbox="1411 529 1999 561"> <p>March Evidence of Progress</p> </td> </tr> <tr> <td data-bbox="1276 682 1373 812"> <p>June</p>  </td> <td data-bbox="1411 682 1999 812"> <p>June Evidence of Progress</p> <p style="text-align: right;">284</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>No progress</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>The student data reflection work will be continued for the 2022-23 school year.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p>	<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">284</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>No progress</p>								
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<p>June</p> 	<p>June Evidence of Progress</p> <p style="text-align: right;">284</p>								
<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> No Progress</td> <td style="text-align: center;"> Accomplished</td> <td style="text-align: center;"> Continue/Modify</td> <td style="text-align: center;"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue						

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.

Summative Evaluation: Significant progress made toward meeting Objective

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>	<p>Nov</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p> 	<p>November Evidence of Progress</p> <p>A new shared leadership structure was designed and implemented.</p> <p>January Evidence of Progress 285</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>

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 Leadership responsibilities continue to be refined.</p> <p>June  June Evidence of Progress Leadership responsibilities continue to be refined.</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 3: Campus leaders will create a culture of shared decision making that will provide more opportunities for staff to contribute to leadership outcomes and improve the efficiency and effectiveness of formal and informal leaders on campus</p> <p>Strategy's Expected Result/Impact: Staff will feel recognized for the work that they do and that they have the appropriate training to be successful.</p> <p>Staff Responsible for Monitoring: Bacom</p>	<p>Nov November Evidence of Progress  Lever Leader, CCMR Advisor, Guidance Counselor, and Student Advocate positions are in place and having an impact on the work.</p> <p>Jan January Evidence of Progress  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  Lever Leader, CCMR Advisor, Guidance Counselor, and Student Advocate positions continue to have an impact on the work.</p> <p>June June Evidence of Progress  Lever Leader, CCMR Advisor, Guidance Couns287, and Student Advocate positions continue to have an impact on the work.</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 3: Performance Objective 3:


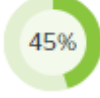
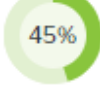

By the end of the 2021-22 school year, LHS PLCs will demonstrate structures that facilitate a system of aligned formative assessment, a data inquiry cycle and a focus on student outcomes and that promotes a culture of continuous improvement.









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.

Summative Evaluation: Some progress made toward meeting Objective

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 288  Teachers and leaders continue to meet weekly in PLC meetings</p> <p>Mar March Evidence of Progress  Teachers and leaders continue to meet weekly in PLC meetings</p> <p>June June Evidence of Progress  Teachers and leaders continue to meet weekly in PLC meetings</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  PLC teams continue to meet weekly to analyze assessment data and plan responses.</p> <p>June June Evidence of Progress  PLC teams continue to meet weekly to analyze assessment data and plan responses.</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>	<div data-bbox="1276 256 2028 397"> <p>Nov November Evidence of Progress</p>  45% Targeted interventions have been designed based on student need.</div> <div data-bbox="1276 414 2028 555"> <p>Jan January Evidence of Progress</p>  45% Targeted interventions have been designed based on student need and are implemented during FIT time each week.</div> <div data-bbox="1276 571 2028 712"> <p>Mar March Evidence of Progress</p>  45% Targeted interventions have been designed based on student need and are implemented during FIT time each week.</div> <div data-bbox="1276 729 2028 870"> <p>June June Evidence of Progress</p>  290</div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 883 659 927">  No Progress </div> <div data-bbox="764 883 978 927">  Accomplished </div> <div data-bbox="1079 883 1329 927">  Continue/Modify </div> <div data-bbox="1434 883 1627 927">  Discontinue </div> </div>	

Goal 3: Goal 3:

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





Performance Objective 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

Summative Evaluation: Some progress made toward meeting Objective

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  Leaders have prioritized support for teachers based on need.</p> <p>Jan January Evidence of Progress 291  Leaders continue to use data to prioritize support for teachers based on need.</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  Leaders use newly developed tool to record walkthrough data and give feedback</p> <p>June June Evidence of Progress  Significant issues remain with the implementation of classroom walkthroughs by administrators</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 292  Survey implemented and data reviewed.</p> <p>Jan January Evidence of Progress  Additional survey will be implemented in March</p> <p>Mar March Evidence of Progress  85% of staff agree or strongly agree that Principal empowers them to make decisions on how to do their work compared to 76% the previous year. 64% stated that "my principal or direct supervisor identifies opportunities for my professional growth and improvement," versus 59% the year before.</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>	<div data-bbox="1276 282 2028 418"> <p>Nov November Evidence of Progress</p>  <p>New PLC structure allows for professional development during the school day.</p> </div> <div data-bbox="1276 441 2028 578"> <p>Jan January Evidence of Progress</p>  <p>Professional development continues to occur during PLC.</p> </div> <div data-bbox="1276 600 2028 737"> <p>Mar March Evidence of Progress</p>  <p>Professional development continues to occur during PLC.</p> </div> <div data-bbox="1276 760 2028 896"> <p>June June Evidence of Progress</p>  <p>293</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 906 659 948">  No Progress </div> <div data-bbox="764 906 978 948">  Accomplished </div> <div data-bbox="1079 906 1331 948">  Continue/Modify </div> <div data-bbox="1436 906 1625 948">  Discontinue </div> </div>	

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



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Goals

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

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

Evaluation Data Sources: RenLearn Assessments

Summative Evaluation: Significant progress made toward meeting Objective

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**

Strategy 1 Details

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.

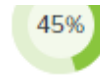
CW - 72.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Mar



March Evidence of Progress

Jan 31st - March 1st 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



Final walkthrough data

PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 82% of classroom visits, teacher received a

Reviews

Strategy 1 Details

proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

300

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

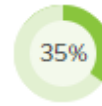
Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.

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**

Strategy 2 Details

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.

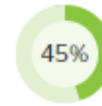
302

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

Reviews

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.³⁰³

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

Final walkthrough data

PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Reviews

Strategy 2 Details









FSGPT - 82% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

304

Strategy 3 Details	Reviews
<p>Strategy 3: Every teacher in the ELAR department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 75% of teachers' students meeting 1.5 years of growth in reading by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div data-bbox="1297 123 1352 147">Nov</div> <div data-bbox="1528 123 1902 147">November Evidence of Progress</div> <div data-bbox="1276 155 1373 253"> </div> <div data-bbox="1411 160 1608 277"> RenLearn Growth 6th - 42% 7th - 41% 8th - 38% </div> <div data-bbox="1297 305 1352 329">Jan</div> <div data-bbox="1541 305 1890 329">January Evidence of Progress</div> <div data-bbox="1276 337 1373 435"> </div> <div data-bbox="1411 337 1608 454"> RenLearn Growth 6th - 32% 7th - 36% 8th - 36% </div> <div data-bbox="1297 482 1352 506">Mar</div> <div data-bbox="1551 482 1879 506">March Evidence of Progress</div> <div data-bbox="1276 514 1373 612"> </div> <div data-bbox="1411 514 1608 631"> RenLearn Growth 6th - 32% 7th - 37% 8th - 35% </div> <div data-bbox="1297 659 1352 683">June</div> <div data-bbox="1562 659 1869 683">June Evidence of Progress</div> <div data-bbox="1276 691 1373 789"> </div> <div data-bbox="1411 691 1608 808"> RenLearn Growth 6th - 30% 7th - 39% 8th - 46% </div> <div data-bbox="1936 786 1990 810">305</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: 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>Evidence has not been collected - MOY self-assessment will be conducted in January.</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 306</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 1170"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1187 659 1230">  No Progress </div> <div data-bbox="764 1187 980 1230">  Accomplished </div> <div data-bbox="1079 1187 1331 1230">  Continue/Modify </div> <div data-bbox="1436 1187 1625 1230">  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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> CBA 1 Academic Growth 6th - 43% 7th - 64% 8th - 46%</p> <p>CBA 2 Academic Growth 6th - 42% 7th - 55% 8th - 50%</p> <p>Jan January Evidence of Progress</p> <p> CBA 3 Academic Growth 307 6th - 30% 7th - 48% 8th - 43%</p> <p>Mar March Evidence of Progress</p> <p> ELAR 6 Formative Assessment (Nonfiction/Fiction) Approaches/Meets/Masters - 86%/51%/22.5%</p> <p>ELAR 7 Formative Assessment Approaches/Meets/Masters - 49%/20%/0%</p> <p>ELAR 8 Formative Assessment Approaches/Meets/Masters - 76%/45%/31%</p> <p>June June Evidence of Progress</p> <p> Prelim STAAR Growth Data ELAR - 68</p>

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

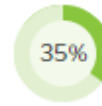
Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.

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**

Strategy 2 Details

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.

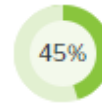
R&R - Walkthrough data from August - December 7th show that during 73.1% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

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.

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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 1st Walkthrough Data

Reviews



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.

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June

June Evidence of Progress



Final walkthrough data

PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 82% of classroom visits, teacher received a

Strategy 2 Details





Reviews


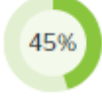
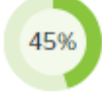





proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

311

Strategy 3 Details	Reviews
<p>Strategy 3: Every teacher in the ELAR department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 70% of teachers' students meeting growth measure on reading STAAR by the end of the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p>  <p>First coaching conversations with all ELAR teachers have already happened; working on the second round of coaching conversations.</p> <p>Jan January Evidence of Progress</p>  <p>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 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>TTESS Preobservation conference supported the work from coaching conversations - we focused on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</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 2028 539"> <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 565 2028 753"> <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 776 2028 964"> <p>Mar March Evidence of Progress 313</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 987 2028 1175"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1188 659 1230">  No Progress </div> <div data-bbox="764 1188 978 1230">  Accomplished </div> <div data-bbox="1079 1188 1331 1230">  Continue/Modify </div> <div data-bbox="1436 1188 1625 1230">  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

Summative Evaluation: Significant progress made toward meeting Objective

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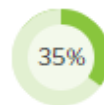
Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.

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

Staff Responsible for Monitoring: Math Department Chair, Campus Principal

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 91.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Jan

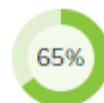


January Evidence of Progress

PZ - Walkthrough data from Dec 7th - Jan 31st show that during 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - Walkthrough data from Dec 7th - Jan 31st show that 82.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Mar



March Evidence of Progress

PZ - Walkthrough data from Jan 31st - March 11 show that during 100% of classroom visits, teacher received a proficient, accomplished, or distinguished rating. 316

R&R - Walkthrough data from Jan 31st - March 11 show that 96% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

June



June Evidence of Progress

Final walkthrough data

PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 82% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

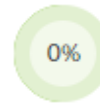
CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

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

Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.

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



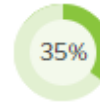
November Evidence of Progress

Math lead teacher has performed 64 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 91.5% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Jan



January Evidence of Progress

Math lead teacher has performed 76 walkthroughs.

PZ - Walkthrough data from Dec 7th - Jan 31st show that during 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - Walkthrough data from Dec 7th - Jan 31st show that 82.8% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Mar



March Evidence of Progress

Math lead teacher has performed 83 walkthroughs.

PZ - Walkthrough data from Jan 31st - March 11 show that during 100% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - Walkthrough data from Jan 31st - March 11 show that 96% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

318

June



June Evidence of Progress

Final walkthrough data

PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

FSGPT - 82% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

Strategy 3 Details

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.

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.

Staff Responsible for Monitoring: Math Department Chair, Campus Principal

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

First and many of second coaching conversations with all math teachers have already happened; working on the second/third round of coaching conversations.

319

RenLearn data has not been captured yet.

Jan



January Evidence of Progress

Second/third coaching conversations with math teachers have already happened; working on the fourth round of coaching conversations.

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.

June



June Evidence of Progress





TTESS Preobservation conference supported the work from coaching conversations - we focused on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.





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 386 2003 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 2003 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 2003 964"> <p>Mar March Evidence of Progress 320</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 2003 1175"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1192 659 1235">  No Progress </div> <div data-bbox="764 1192 978 1235">  Accomplished </div> <div data-bbox="1079 1192 1331 1235">  Continue/Modify </div> <div data-bbox="1436 1192 1625 1235">  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.

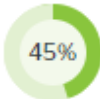







Performance Objective 4: 70% of students will show academic growth on STAAR math.

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="width: 15%;"> <p>Nov</p>  </div> <div style="width: 85%;"> <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="width: 15%;"> <p>Jan</p>  </div> <div style="width: 85%;"> <p>January Evidence of Progress</p> <p>CBA 3 was not administered as a result of the math pilot program being implemented at LJH. 321</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 15%;"> <p>Mar</p>  </div> <div style="width: 85%;"> <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="width: 15%;"> <p>June</p>  </div> <div style="width: 85%;"> <p>June Evidence of Progress</p> <p>STAAR growth - 67</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 Math lead teacher did not perform walkthroughs.</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</p> <p> First and many of second coaching conversations with all math teachers have already happened; working on the second/third round of coaching conversations.</p> <p>RenLearn data has not been captured yet.</p> <p>Jan January Evidence of Progress</p> <p> 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</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> TTESS preobservation conferences happened to support the work from coaching conversations - we focusing on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations. 323</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="1276 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="1276 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="1276 784 2011 1003"> <p>Mar March Evidence of Progress 324</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="1276 1027 2011 1247"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1260 659 1304">  No Progress </div> <div data-bbox="762 1260 978 1304">  Accomplished </div> <div data-bbox="1077 1260 1331 1304">  Continue/Modify </div> <div data-bbox="1430 1260 1625 1304">  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

Summative Evaluation: Significant progress made toward meeting Objective

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 data-bbox="1276 690 2016 820"> <p>Nov November Evidence of Progress</p>  <p>Case managers work on the language acquisition process during advisory through K12Summit. 325</p> </div> <div data-bbox="1276 844 2016 974"> <p>Jan January Evidence of Progress</p>  <p>Case managers work on the language acquisition process during advisory through K12Summit.</p> </div> <div data-bbox="1276 998 2016 1161"> <p>Mar 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 data-bbox="1276 1185 2016 1339"> <p>June June Evidence of Progress</p>  <p>Case managers worked on the language acquisition process during advisory through K12Summit; TELPAS assessment has been administered - students showed growth in all language domains.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1360 661 1404">  No Progress </div> <div data-bbox="766 1360 982 1404">  Accomplished </div> <div data-bbox="1081 1360 1333 1404">  Continue/Modify </div> <div data-bbox="1438 1360 1627 1404">  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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
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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.

Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Reading 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**

Nov



November Evidence of Progress

SPED CBA 1 Academic Growth
6th - 32%
7th - 82%
8th - 46%

SPED CBA 2 Academic Growth
6th - 61%
7th - 87%
8th - 91%

Jan



January Evidence of Progress

SPED CBA 3 Academic Growth
6th - 33%
7th - 53%
8th - 38%

Mar



March Evidence of Progress

SPED ELAR 6 Formative Assessment
Approaches/Meets/Masters - 62%/26%/6%

SPED ELAR 7 Formative Assessment
Approaches/Meets/Masters - 38%/14%/10%

SPED ELAR 8 Formative Assessment
Approaches/Meets/Masters - 51%/5%/0%

SPED Math 6 Formative Assessment
Approaches/Meets/Masters - 70%/10%/2%

SPED Math 7 Formative Assessment
Approaches/Meets/Masters - 78%/24%/11%

SPED Math 8 Formative Assessment
Approaches/Meets/Masters - 80%/53%/20%

SPED Algebra I Formative Assessment
Approaches/Meets/Masters - 33%/0%/0%

June



June Evidence of Progress

SPED Growth - Reading - 58
SPED Growth - Math - 68

328

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

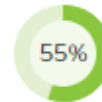
Nov



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. ³²⁹

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

Final walkthrough data



PZ - 92% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

R&R - 79% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.


FSGPT - 82% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

LF - 97% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

CW - 70.6% of classroom visits, teacher received a proficient, accomplished, or distinguished rating.

 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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<div data-bbox="1297 423 1352 448">Nov</div> <div data-bbox="1276 456 1373 553"></div> <div data-bbox="1528 423 1898 448">November Evidence of Progress</div> <div data-bbox="1413 459 1995 516">Quarterly PBIS meetings focus on discipline data and thinking of ways to reward students.</div> <div data-bbox="1413 553 1938 639">No evidence collected yet on student feelings - Panorama survey will be rolled out in the Spring semester.</div> <div data-bbox="1297 664 1352 688">Jan</div> <div data-bbox="1276 696 1373 794"></div> <div data-bbox="1541 664 1885 688">January Evidence of Progress</div> <div data-bbox="1413 699 1995 756">Quarterly PBIS meetings focus on discipline data and thinking of ways to reward students.</div> <div data-bbox="1413 794 1980 880">No evidence collected yet on student feelings - 331 Panorama survey will be rolled out in the Spring semester.</div> <div data-bbox="1297 904 1352 928">Mar</div> <div data-bbox="1276 937 1373 1034"></div> <div data-bbox="1551 904 1877 928">March Evidence of Progress</div> <div data-bbox="1413 940 1995 997">Quarterly PBIS meetings focus on discipline data and thinking of ways to reward students.</div> <div data-bbox="1413 1034 2003 1120">No evidence collected yet on student feelings - Panorama survey was administered in the early Spring semester but data has not been shared.</div> <div data-bbox="1297 1144 1352 1169">June</div> <div data-bbox="1276 1177 1373 1274"></div> <div data-bbox="1562 1144 1866 1169">June Evidence of Progress</div> <div data-bbox="1413 1180 1995 1237">Quarterly PBIS meetings focus on discipline data and thinking of ways to reward students.</div> <div data-bbox="1413 1274 2003 1360">No evidence collected yet on student feelings - Panorama survey was administered in the early Spring semester but data has not been shared.</div>

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  From March 11-May 26, there were 9 fights at JHS, a slight increase from the last formative assessment. We will continue working on this area.</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 332  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  From 3/11-5/26 there were 53 incidents of skipping (a decrease from last formative assessment). We will continue working on decreasing this number.</p>

Strategy 4 Details	Reviews
<p>Strategy 4: LJHS Admin will use a consistent disciplinary approach when making disciplinary decisions</p> <p>Strategy's Expected Result/Impact: 5% decrease in students feeling that consequences are implemented fairly from the beginning of the year discipline survey to end-of-year discipline survey.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	<p>Nov November Evidence of Progress</p> <p> 10% Admins overseeing discipline meet once a month to discuss the disciplinary consistency guide and make adjustments as needed.</p> <p>Jan January Evidence of Progress</p> <p> 35% 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</p> <p> 50% 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> <p> 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>



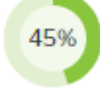

Strategy 5 Details	Reviews
<p>Strategy 5: LJHS students will engage in social emotional learning on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 60% of students demonstrating positive feelings, as indicated by the EOY Panorama Survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, 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;">  <div style="margin-left: 10px;"> <p>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</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>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</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>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> </div> </div> </div> <div> <p>June June Evidence of Progress 334</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>LJHS has implemented 7 Mindset Tuesdays -- students in advisory classes engage in 7 Mindset lessons every Tuesday.</p> </div> </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 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will implement a consistent attendance monitoring program that focuses on rewarding positive student attendance while decreasing chronic absenteeism</p> <p>Strategy's Expected Result/Impact: 96% attendance every grading cycle.</p> <p>Staff Responsible for Monitoring: Attendance Committee, Administrator, Parent Liaison</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p>  <p>Truancy has been a bit of a challenge this year. LJHS's ADA as of 12/9/2021 is a little under 90%.</p> <p>Jan January Evidence of Progress</p>  <p>ADA has remained challenging. As of 12/17, ADA was at 91.55%</p> <p>Mar 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.</p> <p>June June Evidence of Progress</p>  <p>ADA from 3/11/2022 - 5/26 was over 85%. Warning letters have been sent to over 69 students. Over 60 cases have been referred to the courts. The court rejected most cases.</p>



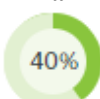

Strategy 2 Details	Reviews								
<p>Strategy 2: LJHS will see a 5% enrollment increase in athletic programs during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: LJHS students engaging in healthy lifestyles, decrease in disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Campus Principal, Athletic Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<table border="1"> <tr> <td data-bbox="1276 321 1377 457"> <p>Nov</p>  </td> <td data-bbox="1409 321 1902 391"> <p>November Evidence of Progress</p> <p>No data has been collected on this yet.</p> </td> </tr> <tr> <td data-bbox="1276 480 1377 617"> <p>Jan</p>  </td> <td data-bbox="1409 480 1892 550"> <p>January Evidence of Progress</p> <p>No data has been collected on this yet.</p> </td> </tr> <tr> <td data-bbox="1276 657 1377 794"> <p>Mar</p>  </td> <td data-bbox="1409 657 1881 727"> <p>March Evidence of Progress</p> <p>No data has been collected on this yet.</p> </td> </tr> <tr> <td data-bbox="1276 818 1377 915"> <p>June</p>  </td> <td data-bbox="1409 786 1986 855"> <p>June Evidence of Progress 336</p> <p>No data has been collected on this yet.</p> </td> </tr> </table>	<p>Nov</p> 	<p>November Evidence of Progress</p> <p>No data has been collected on this yet.</p>	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>No data has been collected on this yet.</p>	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>No data has been collected on this yet.</p>	<p>June</p> 	<p>June Evidence of Progress 336</p> <p>No data has been collected on this yet.</p>
<p>Nov</p> 	<p>November Evidence of Progress</p> <p>No data has been collected on this yet.</p>								
<p>Jan</p> 	<p>January Evidence of Progress</p> <p>No data has been collected on this yet.</p>								
<p>Mar</p> 	<p>March Evidence of Progress</p> <p>No data has been collected on this yet.</p>								
<p>June</p> 	<p>June Evidence of Progress 336</p> <p>No data has been collected on this yet.</p>								
<table border="0"> <tr> <td data-bbox="464 943 663 992">  No Progress </td> <td data-bbox="758 943 978 992">  Accomplished </td> <td data-bbox="1073 943 1335 992">  Continue/Modify </td> <td data-bbox="1430 943 1629 992">  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 3: LJHS parents will continue to support their child's educational endeavors

Evaluation Data Sources: Attendance at parental involvement events

Summative Evaluation: Met Objective

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 374 254 contacts with parents to address truancy and help address parent concerns.</p> <p>June June Evidence of Progress</p>  <p>As of 3/11, the PL has identified 115 students and made 522 contacts with parents to address truancy and help address parent concerns.</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  Discontinue for SY 2022-2023</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 727 1999 889"> <p>Mar March 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 914 1999 1076"> <p>June June 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, drug awareness for parents.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1107 659 1149">  No Progress </div> <div data-bbox="764 1107 978 1149">  Accomplished </div> <div data-bbox="1079 1107 1331 1149">  Continue/Modify </div> <div data-bbox="1436 1107 1625 1149">  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

Summative Evaluation: Met Objective





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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <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> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress 340</p>  <p>Second/third coaching conversations with all ELAR teachers have already happened; working on the fourth round of coaching conversations.</p> </div> <div style="margin-bottom: 10px;"> <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> </div> <div> <p>June June Evidence of Progress</p>  <p>TTESS Preobservation conference supported the work from coaching conversations - we focused on teachers' areas of strength and areas of opportunity from the first few rounds of coaching conversations.</p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	









Goal 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.

Summative Evaluation: Met Objective

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; gap: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="text-align: center; margin-right: 10px;"> <p>Nov</p>  <p>15%</p> </div> <div> <p>November Evidence of Progress</p> <p>New to profession teacher program has met 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; align-items: flex-start;"> <div style="text-align: center; margin-right: 10px;"> <p>Jan</p>  <p>30%</p> </div> <div> <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; align-items: flex-start;"> <div style="text-align: center; margin-right: 10px;"> <p>Mar</p>  <p>40%</p> </div> <div> <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="display: flex; align-items: flex-start;"> <div style="text-align: center; margin-right: 10px;"> <p>June</p>  <p>100%</p> </div> <div> <p>June Evidence of Progress</p> <p>New to profession teacher program has met with instructional coach twice (April & May) to discuss NTP instructional supports.</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 data-bbox="1276 282 2011 418"> <p>Nov November Evidence of Progress</p>  20% <p>Learning walks have happened in September and November. We will continue this next semester.</p> </div> <div data-bbox="1276 441 2011 578"> <p>Jan January Evidence of Progress</p>  35% <p>Instructional Coach led learning at JH and other campuses with NTP teachers.</p> </div> <div data-bbox="1276 600 2011 737"> <p>Mar March Evidence of Progress</p>  40% <p>Instructional Coach led learning walks at JH and other campuses with NTP teachers. Admin will lead learning walks in April with NTP teachers.</p> </div> <div data-bbox="1276 760 2011 896"> <p>June June Evidence of Progress</p>  100% <p>Instructional Coach led learning walks at JH and other campuses with NTP teachers.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 906 659 948">  No Progress </div> <div data-bbox="764 906 978 948">  Accomplished </div> <div data-bbox="1079 906 1331 948">  Continue/Modify </div> <div data-bbox="1436 906 1625 948">  Discontinue </div> </div>	



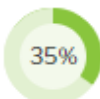

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.









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

Evaluation Data Sources: Individual coaching and support meetings.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher leaders will be trained and mentored on how to effectively support teachers in their departments.</p> <p>Strategy's Expected Result/Impact: Campus engagement survey results indicating that teachers felt that they received timely feedback and felt supported by instructional leaders.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div> <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> </div> <div> <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> </div> <div> <p>Mar March Evidence of Progress 343</p>  <p>High potentials have engaged in ILA professional development. Campus admin engages with high potentials in various forms and provides a space to debrief on concepts learned at ILA.</p> </div> <div> <p>June June Evidence of Progress</p>  <p>High potentials have engaged in ILA professional development. Campus admin engages with high potentials in various forms and provides a space to debrief on concepts learned at ILA.</p> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teacher leaders will provide their department's teachers with instructional feedback utilizing a specific teacher-leader feedback tool.</p> <p>Strategy's Expected Result/Impact: Department chairs providing meaningful feedback to teachers in their department once a week</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div 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> <p style="text-align: right;">344</p> </div> <div data-bbox="1276 876 2005 1161"> <p>June June Evidence of Progress</p>  <p>From 3/11-5/26, department leads gave feedback to teachers --</p> <p>ELAR - 15 Math - 0 Science - 15 Social Studies - 10 SPED - 5</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: 75% of core-content PLCs will be teacher led by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Develop instructional leadership capacity in teachers.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<div data-bbox="1276 305 2011 461"> <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 2011 672"> <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 2011 883"> <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 2011 1094"> <p>June June 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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1107 659 1149">  No Progress </div> <div data-bbox="764 1107 978 1149">  Accomplished </div> <div data-bbox="1079 1107 1331 1149">  Continue/Modify </div> <div data-bbox="1436 1107 1625 1149">  Discontinue </div> </div>	

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

Accountability Rating: Not Rated: Declared State of Disaster

346

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: 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

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

Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Nov



November Evidence of Progress

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.

Jan



January Evidence of Progress

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 March 39% of students K-5 have already met or exceeded their 1.5 Reading goal. 351

Mar



March Evidence of Progress





All K-2 general education teachers have attended and completed 12 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 March 52% of students K-5 have already met or exceeded their 1.5 Reading goal.

June



June Evidence of Progress

All K-2 general education teachers have attended and completed 12 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.

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>	<div data-bbox="1276 123 2028 280"> <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> </div> <div data-bbox="1276 305 2028 521"> <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> </div> <div data-bbox="1276 545 2028 761"> <p>Mar March 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 March, we completed the 6th Cycle of Navarro PLC Protocol.</p> </div> <div data-bbox="1276 786 2028 1002"> <p>June June Evidence of Progress 352</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 May, we completed the 8th Cycle of Navarro PLC Protocol.</p> </div>

Strategy 3 Details

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.

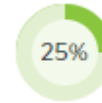
Strategy's Expected Result/Impact: Students will receive a broader range of instructional strategies to address the wide array of learning styles and abilities, resulting in greater content mastery and higher outcomes in reading.

Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers.

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Reviews

Nov



November Evidence of Progress

November campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 58%
Visual Word Walls- 89%
Flexible Grouping- 63%

Our goal is to see these percentages increase to over 70%

Jan



January Evidence of Progress

January campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 62%
Visual Word Walls- 90%
Flexible Grouping- 67%

Our goal is to see all percentages increase to over 70%

Mar



March Evidence of Progress

March campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 74%
Visual Word Walls- 90%
Flexible Grouping- 69%





Our goal is to see all percentages increase to over 70%

June



June Evidence of Progress

Navarro will continue to focus on differentiation strategies to meet the needs of the varied needs of the students we serve.

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> 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>June June Evidence of Progress</p> <p> Navarro completed accelerated learning plans for grades 4-5 in Reading. Students continue to receive 30 minutes daily of targeted skill focused intervention.</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>	

Nov



November Evidence of Progress

November campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 95%
- Power Zone-81%
- Recognize & Reinforce- 92%
- FSGPT-74%
- Writing Critically-62%

Jan



January Evidence of Progress

January campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 95%
- Power Zone-93%
- Recognize & Reinforce- 91%
- FSGPT-82%
- Writing Critically-55%

Mar



March Evidence of Progress

March campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 98%
- Power Zone-90%
- Recognize & Reinforce- 91%
- FSGPT-75%
- Writing Critically-58%

June



June Evidence of Progress

Navarro will continue to implement LISD Instructional Framework, The Fundamental 5 for the 2022-23 school year.

No Progress

Accomplished





Continue/Modify





Discontinue

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> Teachers provide targeted small group math instruction daily in grades K-5. As of January 54% of students in grades 2-5 have are on track to meet their 1.5 goal in Math based on StarRen data.</p> <p>Mar March Evidence of Progress</p> <p> Teachers provide targeted small group math instruction daily in grades K-5. As of March 61% of students in grades 2-5 have are on track to meet their 1.5 goal in Math based on StarRen data.</p> <p>June June Evidence of Progress</p> <p> Teachers provide targeted small group math instruction daily in grades K-5. As of May 71% of students in grades 2-5 have are on track to meet their 1.5 goal in Math based on StarRen data.</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>	<div data-bbox="1276 123 2003 342"> <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> </div> <div data-bbox="1276 367 2003 586"> <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> </div> <div data-bbox="1276 610 2003 829"> <p>Mar March 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. 358</p> </div> <div data-bbox="1276 854 2003 1037"> <p>June June Evidence of Progress</p>  <p>The Navarro RTI committee met 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> </div>

Strategy 3 Details

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.

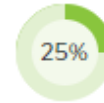
Strategy's Expected Result/Impact: Students will receive a broader range of instructional strategies to address the wide array of learning styles and abilities, resulting in greater content mastery and higher outcomes in math.

Staff Responsible for Monitoring: Lead: Miller, Gibson, RTI teachers, classroom teachers

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Reviews

Nov



November Evidence of Progress

November campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 58%
Visual Word Walls- 89%
Flexible Grouping- 63%

Our goal is to see these percentages increase to over 70%

Jan



January Evidence of Progress

January campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 62%
Visual Word Walls- 90%
Flexible Grouping- 67%

Our goal is to see all percentages increase to over 70%

Mar



March Evidence of Progress

March campus walkthrough data shows the following percentages at proficient or higher for the corresponding differentiation strategies

Sentence Stems- 74%
Visual Word Walls- 90%
Flexible Grouping- 69%




Our goal is to see all percentages increase to over 70%

June



June Evidence of Progress

Navarro will continue to focus on differentiation strategies to meet the needs of the varied needs of the students we serve.

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>Navarro completed 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>June June Evidence of Progress</p> <p>Navarro completed 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>

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>	

Nov



November Evidence of Progress

November campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 95%
- Power Zone-81%
- Recognize & Reinforce- 92%
- FSGPT-74%
- Writing Critically-62%

Jan



January Evidence of Progress

January campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 95%
- Power Zone-90%
- Recognize & Reinforce- 91%
- FSGPT-82%
- Writing Critically-55%

Mar



March Evidence of Progress

March campus walkthrough data shows the following percentages at proficient or higher for the corresponding components of the Fundamental 5.

- Lesson Frame- 98%
- Power Zone-90%
- Recognize & Reinforce- 91%
- FSGPT-75%
- Writing Critically-58%

June



June Evidence of Progress

Navarro will continue to implement LISD Instructional Framework, The Fundamental 5 for the 2022-23 school year.

No Progress

Accomplished









Continue/Modify

Discontinue

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 data-bbox="1276 500 2003 662"> <p>Nov November Evidence of Progress</p>  25% <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 data-bbox="1276 678 2003 873"> <p>Jan January Evidence of Progress</p>  50% <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 data-bbox="1276 889 2003 1084"> <p>Mar March Evidence of Progress</p>  85% <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.</p> </div> <div data-bbox="1276 1101 2003 1230"> <p>June June Evidence of Progress</p>  100% <p>The Navarro writing committee successfully met our goal this year and will continue the work of the committee moving forward.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1252 659 1295">  No Progress </div> <div data-bbox="764 1252 980 1295">  Accomplished </div> <div data-bbox="1079 1252 1331 1295">  Continue/Modify </div> <div data-bbox="1436 1252 1625 1295">  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.




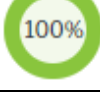




Evaluation Data Sources: Walkthrough data, discipline data, faculty, parent, and student feedback forms.

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="1276 305 1997 553"> <p>Nov November Evidence of Progress</p>  <p>Navarro teachers deliver 7 Mindset lesson weekly on "Mindset Monday" The campus recognizes students who demonstrate positive social emotional behaviors and LISD values weekly with our "Lion of the Week" recognition. In addition, Navarro guidance counselor delivers weekly guidance lessons based on 7 Mindset themes and current teacher/grade level needs.</p> </div> <div data-bbox="1276 574 1997 823"> <p>Jan 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. 365</p> </div> <div data-bbox="1276 844 1997 1092"> <p>Mar March 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> </div> <div data-bbox="1276 1114 1997 1362"> <p>June June Evidence of Progress</p>  <p>Navarro teachers delivered 7 Mindset lesson weekly on "Mindset Monday" The campus recognized students who demonstrate positive social emotional behaviors and LISD values weekly with our "Lion of the Week" recognition. In addition, Navarro guidance counselor delivered weekly guidance lessons based on 7 Mindset themes and current teacher/grade level needs.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1386 659 1425">  No Progress </div> <div data-bbox="764 1386 980 1425">  Accomplished </div> <div data-bbox="1079 1386 1331 1425">  Continue/Modify </div> <div data-bbox="1436 1386 1625 1425">  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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Nov November Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>As of November, Navarro faculty has complete chapter 1-3 of "Hacking School Discipline" and have book study discussions at monthly faculty meetings.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Jan January Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>As of January, Navarro faculty has completed the first 6 chapters of "Hacking School Discipline" and have book study discussions at monthly faculty meetings. 366</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Mar March Evidence of Progress </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>As of March Navarro faculty has completed the first 10 chapters of "Hacking School Discipline" and have book study discussions at monthly faculty meetings.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> June June Evidence of Progress </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>As of May, the Navarro faculty completed "Hacking School Discipline"</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 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> Navarro was able to recover from COVID related absences and begin attendance incentives and challenges in February. While campus ADA is still below target goal of 97% we are making progress.</p> <p>June June Evidence of Progress</p> <p> Navarro was not able to accomplish this attendance goal for the 2021-22 school year. We will continue to refine practices, create new incentives, and strengthen parent/community partnerships to accomplish this goal in 2022-23.</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: 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>	<div data-bbox="1276 594 2003 846"> <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> </div> <div data-bbox="1276 867 2003 964"> <p>Jan January Evidence of Progress</p>  <p>As of January, guided reading is happening across all grade levels with consistency and fidelity.</p> </div> <div data-bbox="1276 1018 2003 1115"> <p>Mar March Evidence of Progress</p>  <p>Guided reading is happening across all grade levels with consistency and fidelity.</p> </div> <div data-bbox="1276 1175 2003 1273"> <p>June June Evidence of Progress</p>  <p>Goal completed.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1328 659 1377">  No Progress </div> <div data-bbox="764 1328 980 1377">  Accomplished </div> <div data-bbox="1079 1328 1331 1377">  Continue/Modify </div> <div data-bbox="1436 1328 1625 1377">  Discontinue </div> </div>	

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

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

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

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.

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.

Staff Responsible for Monitoring: Lead: Miller, Gibson

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Nov



November Evidence of Progress

As of November, Navarro administrators have conducted 248 campus walkthroughs on teachers. Each walkthrough provides teachers with a copy of LISD walkthrough rubric ratings and a detailed section for comments and feedback.

In addition to campus walkthroughs, we facilitate weekly PLC meetings on Thursdays where a clear instructional focus is determined, discussed and reviewed.

Jan



January Evidence of Progress

As of January, Navarro administrators have conducted 377 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 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. 371

Mar



March Evidence of Progress

As of March, Navarro administrators have conducted 409 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 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.

June



June Evidence of Progress

As of May, Navarro administrators conducted 419 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, administration

facilitated weekly PLC meetings on Thursdays where a clear instructional focus is determined, discussed and reviewed.
 Campus administrators also attended team planning meetings starting in January and throughout the remainder of the 2021-22 school year.

Strategy 2 Details

Reviews

Strategy 2: Each teacher at Navarro will have a minimum of two coaching cycles throughout the 2021-2022 academic year
Strategy's Expected Result/Impact: Navarro teachers will have the coaching necessary to improve instructional practices to increase student engagement and academic achievement.
Staff Responsible for Monitoring: Lead: Miller, Gibson
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

372



Nov

November Evidence of Progress

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



Jan

January Evidence of Progress

As of January, all 36 Navarro teachers have participated in one coaching cycle focused on instructional observations form campus walkthroughs.



Mar

March Evidence of Progress


As of March, all 36 Navarro teachers have participated in two coaching cycles focused on instructional observations form campus walkthroughs.





June

June Evidence of Progress

Goal completed.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: 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

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

Strategy's Expected Result/Impact: Navarro teacher leaders will have an increased role in campus leadership opportunities, creating a stronger culture of distributive leadership.

Staff Responsible for Monitoring: Miller, Gibson, Teacher Leaders

Reviews

Nov



November Evidence of Progress

We have identified two high potential staff members to participate in LISD Instructional Leadership Academy and take a more active role in campus leadership opportunities. Each high potential has completed a self assessment to determine areas of growth and we have provided variety of job embedded activities to increase leadership capacity (lead faculty meetings, plan events, create schedules etc.)

Though our campus leadership team and 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.

Jan



January Evidence of Progress

We have identified two high potential staff members to participate in LISD Instructional Leadership Academy and take a more active role in campus leadership opportunities. Each high potential has completed a self assessment to determine areas of growth and we have provided variety of job embedded activities to increase leadership capacity (lead faculty meetings, plan events, create schedules etc.)

Though our campus leadership team and 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.

Mar



March Evidence of Progress

We have identified two high potential staff members to participate in LISD Instructional Leadership Academy and take a more active role in campus leadership opportunities. Each high potential has completed a self assessment to determine areas of growth and we have provided variety of job embedded activities to increase leadership capacity (lead faculty meetings, plan events, create schedules etc.)

Though our campus leadership team and 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.


June




June Evidence of Progress

Navarro high potential staff members will both be serving in administrative roles with LISD for the 2022-23 school year.

 No Progress

 Accomplished

 Continue/Modify

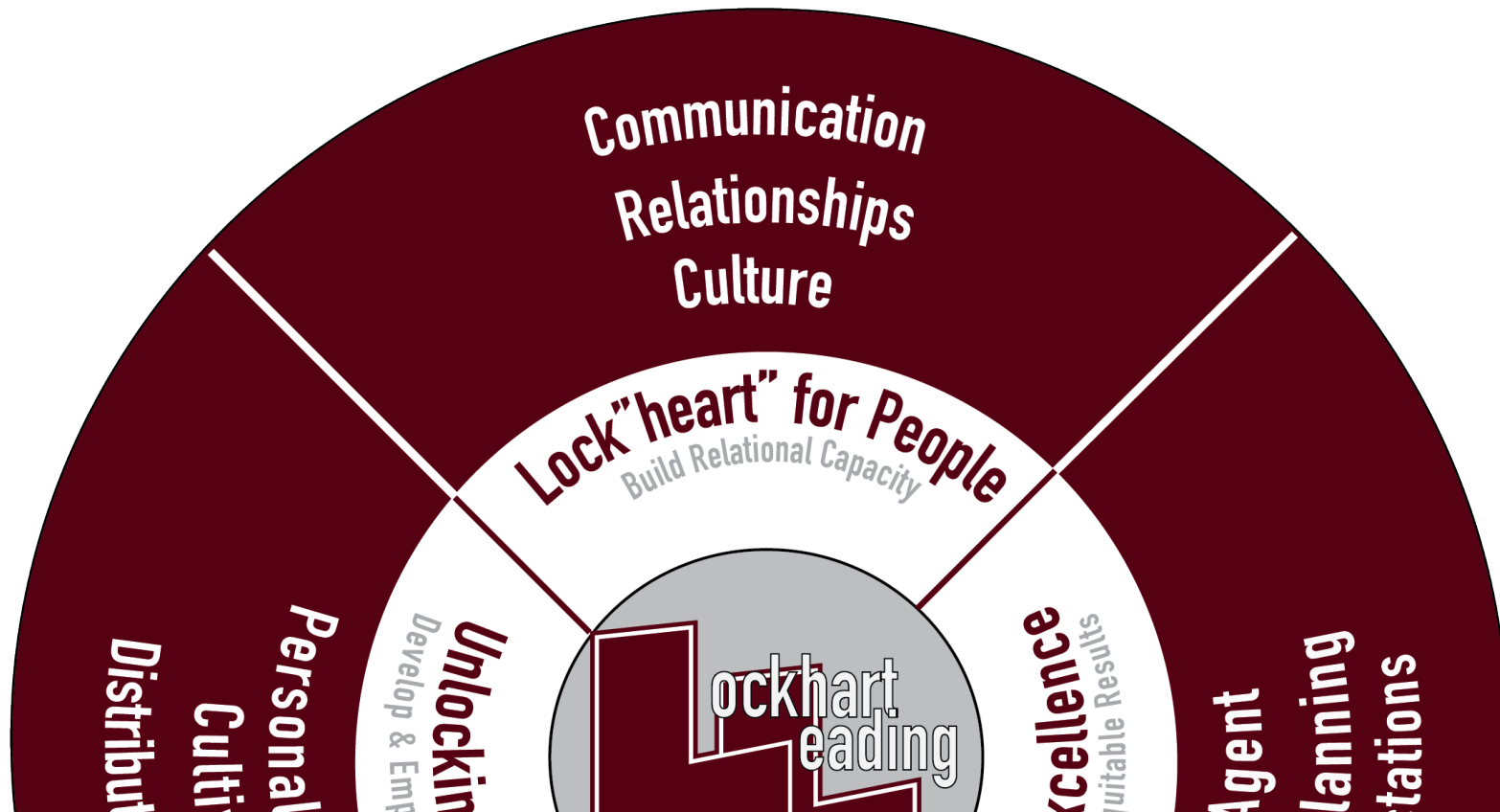
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Lockhart Independent School District

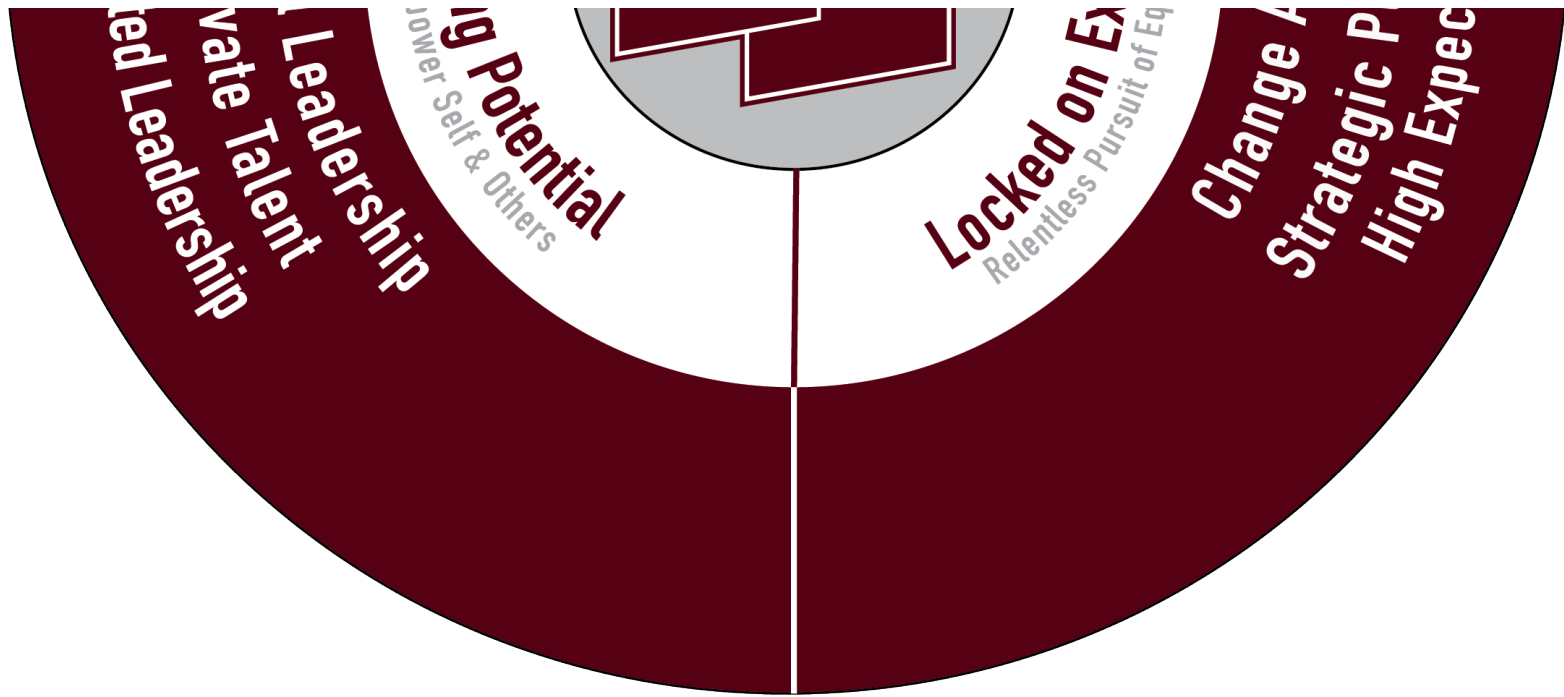
Plum Creek Elementary

2021-2022 Formative Review with Notes

Accountability Rating: Not Rated: Declared State of Disaster



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Mission Statement

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

Vision

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

Value Statement

We face each day with positivity and make purposeful choices in order to think critically, communicate effectively, and build relationships. We show respect and hold each other accountable as we strive to achieve our goals, grow professionally, and ensure every student reaches 1.5 years growth in Reading and Math.

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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.







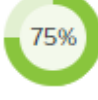

HB3 Goal









Evaluation Data Sources: Istation reports

Summative Evaluation: Exceeded Objective

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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>40%</p> </div> <div style="text-align: center;"> <p>November Evidence of Progress</p> <p>42% of Kinder students are able to identify all uppercase and lowercase letters.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>January Evidence of Progress</p> <p>51% of Kinder students are able to identify all uppercase and lowercase letters.</p> </div> <div style="text-align: right; vertical-align: middle;">381</div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>60%</p> </div> <div style="text-align: center;"> <p>March Evidence of Progress</p> <p>64% of Kinder students are able to identify all uppercase and lowercase letters.</p> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June Evidence of Progress</p> <p>87% of Kinder students are able to identify all uppercase and lowercase letters.</p> </div> </div> </div>

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>All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed three cycles and are in their fourth PLC cycle focused on reading and math TEKS.</p> <p>June June 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 five PLC cycles focused on reading and math TEKS. 382</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%.</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>As of the end of March, we conducted 676 walkthroughs. LF: 93%, PZ: 97%, R&R: 76%, FSGPT: 52%, CW: 61%, SS: 54%, V: 86%, FG: 74%.</p> <p>June June Evidence of Progress</p>  <p>As of the end of the year, we conducted 732 walkthroughs. LF: 93%, PZ: 96%, R&R: 76%, FSGPT: 51%, CW: 58%, SS: 54%, V: 86%, FG: 75%.</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>As of March 2022, 85% of students met their 1.5 goal. Word count total is 120,980,865 with 26 students having one million words.</p> <p>June June Evidence of Progress</p>  <p>As of the end of the year, 88% of students met their 1.5 goal. Word count total is 160,274,791 with 35 students having one million words.</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 383</p>  <p>All 4th and 5th grade students completed the required 30 hours of HB4545 time for reading. HB4545 Math will begin in January 2022.</p> <p>Jan January Evidence of Progress</p>  <p>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>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. 4th grade has 8 HB4545 hours remaining for math.</p> <p>June June Evidence of Progress</p>  <p>All 4th and 5th grade students completed the required 30 hours of HB4545 time for reading and math by the end of the year.</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 data-bbox="1276 444 2026 1128"> <p>Nov November Evidence of Progress</p> <p> All 3rd - 5th grade bilingual/ESL students complete a TELPAS center 3 times per week. Calibration across grade levels using the rubric is conducted monthly.</p> <p>Jan January Evidence of Progress</p> <p> 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> <p>Mar March Evidence of Progress</p> <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. All students completed TELPAS requirements for the 21-22 school year.</p> <p>June June Evidence of Progress</p> <p> All 3rd - 5th grade bilingual/ESL students completed a TELPAS center 3 times per week during the school year. 36% of students made 1 or more years progress in TELPAS for 21-22.</p> </div>
<div data-bbox="466 1144 1627 1188"> <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> </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

Summative Evaluation: Significant progress made toward meeting Objective

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  As of November 2021, 59% of students met their 1.5 goal in math.</p> <p>Jan January Evidence of Progress  As of January 2022, 60% of students met their 1.5 goal in math.</p> <p>Mar March Evidence of Progress  As of March 2022, 64% of students met their 1.5 goal in math. 385</p> <p>June June Evidence of Progress  As of the end of the year, 81% of students met their 1.5 goal in math.</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> 88% of students in grades 1-5 complete a daily critical writing math activity. At the end of March, we conducted 676 walkthroughs. LF: 93%, PZ: 97%, R&R: 76%, FSGPT: 52%, CW: 61%, SS: 54%, V: 86%, FG: 74%.</p> <p>June June Evidence of Progress</p> <p> 84% of students in grades 1-5 completed a daily critical writing math activity. As of the end of the year, we conducted 732 walkthroughs. LF: 93%, PZ: 96%, R&R: 76%, FSGPT: 51%, CW: 58%, SS: 54%, V: 86%, FG: 75%.</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  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  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  All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed three cycles and are in their fourth PLC cycle focused on reading and math TEKS.</p> <p>June June Evidence of Progress  All grade levels are meeting in PLCs to discuss evidence of learning for focus TEKS. All grade levels have completed five PLC cycles focused on reading and math TEKS.</p> <p style="text-align: right;">387</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>	<div data-bbox="1276 423 2018 553"> <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> </div> <div data-bbox="1276 581 2018 711"> <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> </div> <div data-bbox="1276 738 2018 868"> <p>Mar March Evidence of Progress</p>  <p>At the end of March, we conducted 676 walkthroughs. LF: 93%, PZ: 97%, R&R: 76%, FSGPT: 52%, CW: 61%, SS: 54%, V: 86%, FG: 74%.</p> </div> <div data-bbox="1276 896 2018 1026"> <p>June June Evidence of Progress</p>  <p>As of the end of the year, we conducted 732 walkthroughs. LF: 93%, PZ: 96%, R&R: 76%, FSGPT: 51%, CW: 58%, SS: 54%, V: 86%, FG: 75%.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 1045 659 1089">  No Progress </div> <div data-bbox="764 1045 980 1089">  Accomplished </div> <div data-bbox="1079 1045 1331 1089">  Continue/Modify </div> <div data-bbox="1436 1045 1625 1089">  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: During the 2021-2022 school year, 85% of students in grades K-5 will show growth in writing.

Evaluation Data Sources: PC Writing Rubric

Summative Evaluation: Met Objective

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>	<div data-bbox="1297 412 1352 440">Nov</div> <div data-bbox="1276 448 1373 548"> </div> <div data-bbox="1528 412 1898 440">November Evidence of Progress</div> <div data-bbox="1413 448 2018 570"> <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> </div> <div data-bbox="1297 591 1352 618">Jan</div> <div data-bbox="1276 626 1373 727"> </div> <div data-bbox="1541 591 1885 618">January Evidence of Progress</div> <div data-bbox="1413 626 2018 748"> <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> </div> <div data-bbox="1297 769 1352 797">Mar</div> <div data-bbox="1276 805 1373 906"> </div> <div data-bbox="1549 769 1877 797">March Evidence of Progress</div> <div data-bbox="1413 805 2003 927"> <p>All students are writing daily in multiple subjects. Writing samples were evaluated for progress in March from their beginning of the year writing. 85% of students made progress on their writing.</p> </div> <div data-bbox="1934 786 1982 813">389</div> <div data-bbox="1297 948 1352 976">June</div> <div data-bbox="1276 984 1373 1084"> </div> <div data-bbox="1562 948 1864 976">June Evidence of Progress</div> <div data-bbox="1413 984 2011 1105"> <p>All students are writing daily in multiple subjects. Writing samples were evaluated for progress at the end of the year from their beginning of the year writing. 88% of students made progress on their writing.</p> </div>

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> Campus Bookmark Contest was conducted in March.</p> <p>June June Evidence of Progress</p> <p> No campus wide writing activities were held during the last two months of school. We had a total of 214 students participate in our writing projects throughout the year.</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>	<div style="text-align: center;"> <p>Nov November Evidence of Progress</p>  <p>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.</p> </div> <div style="text-align: center;"> <p>Jan January Evidence of Progress</p>  <p>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.</p> </div> <div style="text-align: center;"> <p>Mar March Evidence of Progress</p>  <p>2-3 student numbers are called daily during morning announcements to share their writing with the principal. 327 students shared their writings with the principal as of March 2022.</p> </div> <div style="text-align: center;"> <p>June June Evidence of Progress</p>  <p>2-3 student numbers are called daily during morning announcements to share their writing with the principal. 441 students shared their writings with the principal as of the end of the year.</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: 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





Summative Evaluation: Significant progress made toward meeting Objective





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>As of the end of March 2022, our campus attendance rate is 90.84%. We had a new attendance challenges in March, both individual and grade level.</p> <p>June June Evidence of Progress</p>  <p>Our campus attendance rate ended at 91.25%.</p>


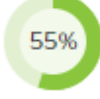






Strategy 2 Details	Reviews
<p>Strategy 2: Students will be recognized monthly for meeting their 1.5 academic goals in reading & math.</p> <p>Strategy's Expected Result/Impact: 85% of our students will reach 1.5 years growth in reading & math.</p> <p>Staff Responsible for Monitoring: ILT (Lead) & Student Recognition Committee 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  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  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  85% of students met the 1.5 goal in reading or math in March 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>June June Evidence of Progress  88% of students met the 1.5 goal in reading or math as of the end of the year. 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. All students were celebrated at the end of year awards ceremony.</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> 100% of teachers are providing weekly 7 Mindset lessons on Mindset Monday. Counseling lessons were not provided bi-weekly due not having a counselor.</p> <p>June June Evidence of Progress</p> <p> 85% of teachers are providing weekly 7 Mindset lessons on Mindset Monday as of the end of the year. Counseling lessons were not provided bi-weekly since spring break. We are transitioning to Leader in Me for the 22-23 school year to address the SEL needs of our students and staff.</p> <p style="text-align: right;">394</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)</p> <p>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.</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> Weekly self care resources are shared in the PC Newsletter for staff. Mindfulness breathing and exercises are provided daily in morning announcements for staff and students. Mindfulness/movement activities completed as a staff during faculty meetings.</p> <p>June June Evidence of Progress 395</p> <p> Weekly self care resources are shared in the PC Newsletter for staff. Mindfulness breathing and exercises are provided daily in morning announcements for staff and students. Active April was provided for staff at the end of the school year. Over 20 staff participated.</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>Attendance rate as of the end of March 2022 was 90.84%. 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. Starting Active April Incentive for staff to focus on self care.</p> <p>June June Evidence of Progress</p>  <p>Active April was provided for staff and over 20 staff participated in the event. 96% of students participated in the May activity, Color Run on the campus with staff and parents. 396</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)</p> <p>Monitoring Tools: Newsletters, Google Form, Teacher Retention Data, Employee Engagement Survey</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<p>Nov  November Evidence of Progress Teachers are recognized weekly in staff newsletter and twitter who are nominated by their peers or have been recognized by admin for displaying the LISD Values.</p> <p>Jan  January Evidence of Progress 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 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. 31 staff have been nominated by admin for LockStar award.</p> <p>June  June Evidence of Progress Teachers are recognized weekly in staff newsletter and twitter who are nominated by their peers or have been recognized by admin for displaying the LISD Values. 56 staff have been nominated by admin/peers for 397 LockStar award during the school year. Retention rates as of the end of May was >90%.</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> As of March 2022, 378 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>June June Evidence of Progress</p> <p> As of May 2022, 452 parent/families have participated in 1 or more events.</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

Summative Evaluation: Significant progress made toward meeting Objective

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>	<div data-bbox="1297 423 1352 448">Nov</div> <div data-bbox="1276 456 1373 553"></div> <div data-bbox="1528 423 1898 448">November Evidence of Progress</div> <div data-bbox="1413 459 2018 607"> <p>Since the beginning of the year, we have conducted 306 walkthroughs. LF: 92%, PZ: 97%, R&R: 80%, FSGPT: 53%, CW: 62%, SS: 52%, V: 90%, FG: 72%. 100% of teachers received 1 or more coaching conferences.</p> </div> <div data-bbox="1297 634 1352 659">Jan</div> <div data-bbox="1276 667 1373 764"></div> <div data-bbox="1541 634 1885 659">January Evidence of Progress</div> <div data-bbox="1413 670 1997 818"> <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%. 88% of teachers received 2 or more coaching conferences. 399</p> </div> <div data-bbox="1297 846 1352 870">Mar</div> <div data-bbox="1276 878 1373 976"></div> <div data-bbox="1551 846 1875 870">March Evidence of Progress</div> <div data-bbox="1413 881 1997 1029"> <p>As of the end of March, we conducted 676 walkthroughs. LF: 93%, PZ: 97%, R&R: 76%, FSGPT: 52%, CW: 61%, SS: 54%, V: 86%, FG: 74%. 88% of teachers received 2 or more coaching conferences.</p> </div> <div data-bbox="1297 1057 1352 1081">June</div> <div data-bbox="1276 1089 1373 1187"></div> <div data-bbox="1562 1057 1864 1081">June Evidence of Progress</div> <div data-bbox="1413 1092 2011 1240"> <p>As of the end of May, we conducted 732 walkthroughs. LF: 93%, PZ: 96%, R&R: 76%, FSGPT: 51%, CW: 58%, SS: 54%, V: 86%, FG: 75%. 88% of teachers received 3 or more coaching conferences. Two staff were promoted to new positions in the district.</p> </div>

Strategy 2 Details

Strategy 2: New to Profession Teachers will receive instructional support throughout the year by district staff and mentors.

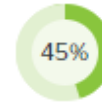
Strategy's Expected Result/Impact: 100% of new to profession teachers will increase Fundamental 5 scores to proficient or higher. Increase new to profession staff retention rate to >90%.

Staff Responsible for Monitoring: Principal (Lead) & Mentors
Monitoring Tools: LISD Walkthrough Form & Teacher Retention Data

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

Reviews

Nov



November Evidence of Progress

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.

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%. 88% of teachers received 2 or more coaching conferences. New to the profession teachers are receiving on going training throughout the year from district.

Mar



March Evidence of Progress





As of the end of March, we conducted 676 walkthroughs. LF: 93%, PZ: 97%, R&R: 76%, FSGPT: 52%, CW: 61%, SS: 54%, V: 86%, FG: 74%. 88% of teachers received 2 or more coaching conferences. New to the profession teachers are receiving on going training throughout the year from district and 1:1 conference were conducted with principal during the month of Feb/March.









June



June Evidence of Progress

As of the end of May, we conducted 732 walkthroughs. LF: 93%, PZ: 96%, R&R: 76%, FSGPT: 51%, CW: 58%, SS: 54%, V: 86%, FG: 75%. 88% of teachers received 3 or more coaching conferences. New to the profession teachers received on going training throughout the year from district and at the campus level.

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</p> <p>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</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> 68% of staff have led a professional development session as of March 2022.</p> <p>June June Evidence of Progress</p> <p> 78% of staff have led a professional development session as of May 2022.</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 2018 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 2018 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 2018 794"> <p>Mar March Evidence of Progress</p>  <p>90% of students are monitoring their goals. Student led conferences will take place in May.</p> </div> <div data-bbox="1276 815 2018 951"> <p>June June Evidence of Progress</p>  <p>84% of students are monitoring their goals. Student led conferences did not take place in May as originally planned.</p> <p style="text-align: right;">402</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 964 659 1008">  No Progress </div> <div data-bbox="764 964 980 1008">  Accomplished </div> <div data-bbox="1079 964 1331 1008">  Continue/Modify </div> <div data-bbox="1436 964 1625 1008">  Discontinue </div> </div>	

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



403

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.

404

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




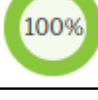




Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all STAAR EOCs will demonstrate growth as compared to 8th Grade math or previous Algebra 1 STAAR EOC attempts. Students will demonstrate improved success on district formative checkpoint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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of 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. 406 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> Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. Benchmarks show promising results.</p> <p>June June Evidence of Progress</p> <p> 83% of students passed the algebra 1 STAAR test</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  Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</p> <p>June June Evidence of Progress  Will continue to coach and develop teachers on academic growth goals</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 407  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  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  Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</p> <p>June June Evidence of Progress  Feedback will be increasingly deliberate with PBL and direct teach courses</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>	<div data-bbox="1276 121 1921 251"> <p>Nov November Evidence of Progress All students have taken CBA and checkpoints</p>  </div> <div data-bbox="1276 276 1921 406"> <p>Jan January Evidence of Progress All students have taken CBA and checkpoints</p>  </div> <div data-bbox="1276 430 1921 560"> <p>Mar March Evidence of Progress All students have taken CBA and Benchmarks.</p>  </div> <div data-bbox="1276 584 1963 714"> <p>June June Evidence of Progress Will continue to monitor the implementation of all district assessments</p>  </div>

Strategy 5 Details	Reviews
<p>Strategy 5: Based on data analysis, teachers and Principal will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p> <p>Strategy's Expected Result/Impact: Focused learning to help increase student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>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="text-align: right; margin-bottom: 10px;">409</div> <p>Nov November Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Jan January Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Mar March Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>June June Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</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 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.




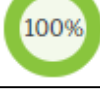
Performance Objective 2: For the 2020-21 school year, all PRIDE High School students will score "at Standard" on all PBL Presentation rubrics by May 2022.




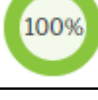




Evaluation Data Sources: Success will be demonstrated when, at the end of the 2021-22 school year, student performance on all PBL Presentations will demonstrate growth as compared to the beginning of the year. Students will demonstrate improved success on project checkpoints and presentations throughout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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of 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>	<div data-bbox="1297 480 1352 506">Nov</div> <div data-bbox="1276 516 1373 613"></div> <div data-bbox="1528 480 1902 506">November Evidence of Progress</div> <div data-bbox="1411 516 1999 669"> <p>Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year.</p> <p>CBA scores show the need for improvement for every subject for December retakes .</p> </div> <div data-bbox="1297 691 1352 717">Jan</div> <div data-bbox="1276 727 1373 824"></div> <div data-bbox="1541 691 1890 717">January Evidence of Progress</div> <div data-bbox="1411 727 1986 847"> <p>Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year. 410</p> <p>CBA scores show considerable growth.</p> </div> <div data-bbox="1297 870 1352 896">Mar</div> <div data-bbox="1276 906 1373 1003"></div> <div data-bbox="1549 870 1881 896">March Evidence of Progress</div> <div data-bbox="1411 906 1953 993"> <p>Students scored well on projects so far, we are expecting to see more increases with presentation throughout the year.</p> </div> <div data-bbox="1297 1026 1352 1052">June</div> <div data-bbox="1276 1062 1373 1159"></div> <div data-bbox="1562 1026 1869 1052">June Evidence of Progress</div> <div data-bbox="1411 1062 1978 1123"> <p>PBL was a success and will continue to be modified going forward</p> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers and Principal will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>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>Meet with each teacher twice a month, weekly walkthroughs and have seen improvement in instruction across all subjects.</p> <p>June June Evidence of Progress</p>  <p>Teacher meetings were focused on individual goals and will continue with the same format.</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 411</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>Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</p> <p>June June Evidence of Progress</p>  <p>Feedback is timely and specific, teachers have been reflective and working to sharpen group work and project work.</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>Jan January Evidence of Progress All students have taken CBA and checkpoints </p> <p>Mar March Evidence of Progress All students have taken CBA and checkpoints and benchmarks </p> <p>June June Evidence of Progress All students have taken CBA and checkpoints and benchmarks </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="text-align: right;">413</div> <p>Nov November Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Jan January Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>Mar March Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</p> <p>June June Evidence of Progress</p> <p> Accelerated instruction supports the focus on power standards.</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 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

Summative Evaluation: Significant progress made toward meeting Objective

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  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  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  PHS is now a testing site for TSI and all graduates are slotted to take it in the Spring. ⁴¹⁴</p> <p>June June Evidence of Progress  TSI, ASVAB and PSAT were all offered. Texas College Bridge was also introduced.</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 ASVAB will be offered in Spring semester.</p>  <p>Jan January Evidence of Progress ASVAB will be offered in Spring semester.</p>  <p>Mar March Evidence of Progress ASVAB will be offered in Spring semester.</p>  <p>June June Evidence of Progress ASVAB will be offered in Spring semester.</p> 

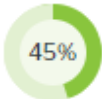



Strategy 3 Details	Reviews
<p>Strategy 3: Students will be provided the opportunity to attain industry-based certifications in strategic courses such as OSHA 30, Adobe Photoshop, Microsoft Word/Excel and Servsafe Manager.</p> <p>Strategy's Expected Result/Impact: Offer industry based certifications at 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 data-bbox="1276 363 2028 500"> <p>Nov November Evidence of Progress</p>  <p>We have received approval to offer new CTE courses in Edgenuity and will be adding these course for the 22-23 school year.</p> </div> <div data-bbox="1276 522 2028 659"> <p>Jan January Evidence of Progress</p>  <p>We have received approval to offer new CTE courses in Edgenuity and will be adding these course for the 22-23 school year.</p> </div> <div data-bbox="1276 682 2028 818"> <p>Mar March Evidence of Progress</p>  <p>We have received approval to offer new CTE courses in Edgenuity and will be adding these course for the 22-23 school year. 416</p> </div> <div data-bbox="1276 841 2028 977"> <p>June June Evidence of Progress</p>  <p>We have received approval to offer new CTE courses in Edgenuity and will be adding these course for the 22-23 school year.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 980 659 1029">  No Progress </div> <div data-bbox="764 980 978 1029">  Accomplished </div> <div data-bbox="1079 980 1331 1029">  Continue/Modify </div> <div data-bbox="1436 980 1625 1029">  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.



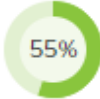





Performance Objective 1: During the 2021-22 school year, PRIDE High School will promote widespread student, family and community participation in campus activities, events, and committees.

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.

Summative Evaluation: Significant progress made toward meeting Objective

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. 417</p> <p>Mar March Evidence of Progress</p> <p> Meet weekly, turned 30 year anniversary into an information night/open house, which was an excellent turn out.</p> <p>June June Evidence of Progress</p> <p> Meet weekly, turned 30 year anniversary into an information night/open house, which was an excellent turn out.</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  Several students have stepped up for the school and are active in making PHS a positive school.</p> <p>Jan January Evidence of Progress  Several students have stepped up for the school and are active in making PHS a positive school.</p> <p>Mar March Evidence of Progress  Culture and positive environment continues to expand. Students are involved in the garden, art projects and volunteering within the school and community.</p> <p>June June Evidence of Progress  Culture and positive environment continues to expand. Students are involved in the garden, art projects and volunteering within the school and community.</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 418  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  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  Students meet with the counselor regularly to solidify graduation plans, pacing, course options, career options and post-secondary education.</p> <p>June June Evidence of Progress  Students meet with the counselor regularly to solidify graduation plans, pacing, course options, career options and post-secondary education.</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>	<div data-bbox="1276 321 2028 454"> <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> </div> <div data-bbox="1276 479 2028 612"> <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> </div> <div data-bbox="1276 636 2028 769"> <p>Mar March 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> </div> <div data-bbox="1276 794 2028 927"> <p>June June Evidence of Progress 419</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> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 941 661 987">  No Progress </div> <div data-bbox="762 941 978 987">  Accomplished </div> <div data-bbox="1079 941 1331 987">  Continue/Modify </div> <div data-bbox="1432 941 1627 987">  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: 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.

Summative Evaluation: No progress made toward meeting Objective

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> <p> Attendance continues to be low despite warning letters, attendance incentives, phone calls and other interventions.</p> <p>Jan January Evidence of Progress</p> <p> 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> <p>Mar March Evidence of Progress 420</p> <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> <p>June June Evidence of Progress</p> <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>

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  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance.</p> <p>Jan January Evidence of Progress  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance.</p> <p>Mar March Evidence of Progress  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance.</p> <p>June June Evidence of Progress  The message is sent regularly, we have weekly attendance raffles for prizes and gift cards for students with great attendance.</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 421  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  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  We have multiple trackers for attendance, truancy, letters sent home and when contact is made to track each student.</p> <p>June June Evidence of Progress  We have multiple trackers for attendance, truancy, letters sent home and when contact is made to track each student.</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>	<div data-bbox="1276 121 2003 256"> <p>Nov November Evidence of Progress</p>  <p>Attendance team meets weekly to go over attendance rates and interventions for chronically absent students.</p> </div> <div data-bbox="1276 277 2003 412"> <p>Jan January Evidence of Progress</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> </div> <div data-bbox="1276 433 2003 568"> <p>Mar March Evidence of Progress</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> </div> <div data-bbox="1276 589 2003 724"> <p>June June Evidence of Progress</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> </div>





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>	<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>Incentives, house visits and supports have all been implemented.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Incentives, house visits and supports have all been implemented.</p> </div> </div> <div style="margin-bottom: 10px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Incentives, house visits and supports have all been implemented.</p> </div> </div> <div> <p>June June Evidence of Progress 423</p> <div style="display: flex; align-items: center;">  <p>Incentives, house visits and supports have all been implemented.</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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.



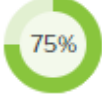





Performance Objective 1: During the 2021-2 school year, PRIDE High School students will take ownership of their credit completion by reflecting on their learning data and using it to set goals for growth in all subject areas.

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.

Summative Evaluation: Met Objective

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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="text-align: center;"> <p>Nov</p>  <p>50%</p> </div> <div style="text-align: center;"> <p>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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Jan</p>  <p>60%</p> </div> <div style="text-align: center;"> <p>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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>Mar</p>  <p>70%</p> </div> <div style="text-align: center;"> <p>March 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> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 20px;"> <div style="text-align: center;"> <p>June</p>  <p>100%</p> </div> <div style="text-align: center;"> <p>June 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> </div> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Counselor will meet with students to effectively track credit completion and course sequencing</p> <p>Strategy's Expected Result/Impact: credit tracking, graduation</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>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  Each student meets with the counselor regularly to go over courses and credits.</p> <p>Jan January Evidence of Progress  Each student meets with the counselor regularly to go over courses and credits.</p> <p>Mar March Evidence of Progress  Each student meets with the counselor regularly to go over courses and credits.</p> <p>June June Evidence of Progress  Each student meets with the counselor regularly to go over courses and credits.</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>	<div data-bbox="1276 321 2030 456"> <p>Nov November Evidence of Progress</p>  50% Each project includes a reflection piece/lesson, which is often a writing assignment. </div> <div data-bbox="1276 480 2030 615"> <p>Jan January Evidence of Progress</p>  65% Each project includes a reflection piece/lesson, which is often a writing assignment. </div> <div data-bbox="1276 639 2030 774"> <p>Mar March Evidence of Progress</p>  75% Each project includes a reflection piece/lesson, which is often a writing assignment. </div> <div data-bbox="1276 799 2030 933"> <p>June June Evidence of Progress 426</p>  100% Each project includes a reflection piece/lesson, which is often a writing assignment. </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 943 659 992">  No Progress </div> <div data-bbox="764 943 980 992">  Accomplished </div> <div data-bbox="1079 943 1331 992">  Continue/Modify </div> <div data-bbox="1436 943 1627 992">  Discontinue </div> </div>	





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









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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Summer training on PBL with PBL works</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</p> <p> All teachers were trained over the summer and there will be ongoing training over the year.</p> <p>Jan January Evidence of Progress</p> <p> All teachers were trained over the summer and there will be ongoing training over the year.</p> <p style="text-align: right;">427</p> <p>Mar March Evidence of Progress</p> <p> Teachers have registered for further summer training</p> <p>June June Evidence of Progress</p> <p> Teachers have registered for further summer training</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</p> <p>Strategy's Expected Result/Impact: Focused planning meetings, increased PBL effectiveness</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 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  PLC focuses on PBL planning and how to increase PBL efficacy.</p> <p>June June Evidence of Progress  PLC focuses on PBL planning and how to increase PBL efficacy.</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>	<div data-bbox="1276 342 2028 479"> <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> </div> <div data-bbox="1276 500 2028 636"> <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> </div> <div data-bbox="1276 657 2028 794"> <p>Mar March 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> </div> <div data-bbox="1276 815 2028 951"> <p>June June 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 style="text-align: right;">429</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 966 661 1011">  No Progress </div> <div data-bbox="762 966 980 1011">  Accomplished </div> <div data-bbox="1077 966 1331 1011">  Continue/Modify </div> <div data-bbox="1430 966 1627 1011">  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: 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.

Summative Evaluation: Met Objective

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>	<table border="0"> <tr> <td data-bbox="1276 480 1377 509">Nov</td> <td data-bbox="1528 480 1902 509">November Evidence of Progress</td> <td data-bbox="1934 480 1986 509"></td> </tr> <tr> <td data-bbox="1276 509 1377 613"></td> <td data-bbox="1413 509 1812 539">Weekly walkthroughs are scheduled.</td> <td data-bbox="1934 509 1986 539"></td> </tr> <tr> <td data-bbox="1276 634 1377 664">Jan</td> <td data-bbox="1541 634 1890 664">January Evidence of Progress</td> <td data-bbox="1934 634 1986 664"></td> </tr> <tr> <td data-bbox="1276 664 1377 768"></td> <td data-bbox="1413 664 1812 693">Weekly walkthroughs are scheduled.</td> <td data-bbox="1934 664 1986 693"></td> </tr> <tr> <td data-bbox="1276 789 1377 818">Mar</td> <td data-bbox="1549 789 1881 818">March Evidence of Progress</td> <td data-bbox="1934 789 1986 818">430</td> </tr> <tr> <td data-bbox="1276 818 1377 922"></td> <td data-bbox="1413 818 1812 847">Weekly walkthroughs are scheduled.</td> <td data-bbox="1934 818 1986 847"></td> </tr> <tr> <td data-bbox="1276 943 1377 972">June</td> <td data-bbox="1562 943 1869 972">June Evidence of Progress</td> <td data-bbox="1934 943 1986 972"></td> </tr> <tr> <td data-bbox="1276 972 1377 1076"></td> <td data-bbox="1413 972 1812 1002">Weekly walkthroughs are scheduled.</td> <td data-bbox="1934 972 1986 1002"></td> </tr> </table>	Nov	November Evidence of Progress			Weekly walkthroughs are scheduled.		Jan	January Evidence of Progress			Weekly walkthroughs are scheduled.		Mar	March Evidence of Progress	430		Weekly walkthroughs are scheduled.		June	June Evidence of Progress			Weekly walkthroughs are scheduled.	
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	Weekly walkthroughs are scheduled.																								
June	June Evidence of Progress																								
	Weekly walkthroughs are scheduled.																								

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>	<div data-bbox="1276 121 1375 251"> <p>Nov</p>  <p>65%</p> </div> <p>November Evidence of Progress Teachers have a coaching meeting twice a month.</p> <div data-bbox="1276 276 1375 406"> <p>Jan</p>  <p>70%</p> </div> <p>January Evidence of Progress Teachers have a coaching meeting twice a month.</p> <div data-bbox="1276 430 1375 560"> <p>Mar</p>  <p>80%</p> </div> <p>March Evidence of Progress Teachers have a coaching meeting twice a month.</p> <div data-bbox="1276 584 1375 714"> <p>June</p>  <p>100%</p> </div> <p>June Evidence of Progress Teachers have a coaching meeting twice a month.</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>	<div data-bbox="1276 342 1982 477"> <p>Nov November Evidence of Progress</p>  <p>Survey will be sent out to teachers before Christmas break.</p> </div> <div data-bbox="1276 500 1892 630"> <p>Jan January Evidence of Progress</p>  <p>Survey results were positive, supportive and encouraging.</p> </div> <div data-bbox="1276 652 1892 782"> <p>Mar March Evidence of Progress</p>  <p>Survey results were positive, supportive and encouraging.</p> </div> <div data-bbox="1276 805 1892 935"> <p>June June Evidence of Progress</p>  <p>Survey results were positive, supportive and encouraging.</p> </div> <div data-bbox="1927 786 1982 812"> <p>432</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 964 659 1003">  No Progress </div> <div data-bbox="764 964 980 1003">  Accomplished </div> <div data-bbox="1079 964 1331 1003">  Continue/Modify </div> <div data-bbox="1436 964 1625 1003">  Discontinue </div> </div>	

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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2022-2023 PROPOSED BUDGET

	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
	Proposed	Proposed	Proposed	Proposed	Proposed
	Budget	Budget	Budget	Budget	Budget
	M&O	Debt Service	Maint Tax Note	School Nutrition	Grand Total
Estimated beginning fund balance 7/1	\$ 18,725,646	\$ 6,120,921	\$ -	\$ 1,440,037	\$ 26,286,604
LOCAL REVENUE SOURCES	\$ 23,937,684	\$ 7,145,875	\$ -	\$ 240,000	\$ 31,323,559
STATE REVENUE SOURCES	35,769,988	-	-	\$ 16,323	\$ 35,786,311
FEDERAL REVENUE SOURCES	500,000	-	-	\$ 4,039,834	\$ 4,539,834
TRANSFERS IN	-	-	376,570	\$ -	\$ 376,570
ESTIMATED TOTAL REVENUES	\$ 60,207,672	\$ 7,145,875	\$ 376,570	\$ 4,296,157	\$ 72,026,274
SALARIES/BENEFITS	\$ 44,728,528	\$ -	\$ -	\$ 1,950,000	\$ 46,678,528
CONTR/PROF SERV	9,886,311	-	-	191,111	\$ 10,077,422
SUPPLIES/MAT'LS	2,177,661	-	-	2,119,778	\$ 4,297,439
OTHER OPER COST	3,098,177	-	-	15,800	\$ 3,113,977
DEBT SERV COSTS	55,000	7,130,930	376,570	-	\$ 7,562,500
CAPITAL OUTLAY	205,506	-	-	-	\$ 205,506
TRANSFERS OUT	626,570	-	-	-	\$ 626,570
ESTIMATED TOTAL EXPENDITURES	\$ 60,777,753	\$ 7,130,930	\$ 376,570	\$ 4,276,689	\$ 72,561,942
Net increase (decrease) to fund balance:	\$ (570,081)	\$ 14,945	\$ -	\$ 19,468	\$ (535,668)
Estimated ending fund balance 6/30	\$ 18,155,565	\$ 6,135,866	\$ -	\$ 1,459,505	\$ 25,750,936

BUDGET COMPARISON
2022-2023 PROPOSED BUDGET TO 2021-2022 FINAL PROPOSED BUDGET

		2021-22	2022-23	
Function	Function Description	Final Proposed Budget	Proposed Budget	Change
XXX E 00 ----	TRANSFERS OUT	373,632	626,570	\$ 252,938
XXX E 11 ----	INSTRUCTION	34,707,695	35,773,002	\$ 1,065,307
XXX E 12 ----	INST. RESOURCES & MEDIA SVCS	634,541	616,766	\$ (17,775)
XXX E 13 ----	CURRICULUM DEV.& INST.STF DEV	891,345	1,016,491	\$ 125,146
XXX E 21 ----	INSTRUCTIONAL LEADERSHIP	626,929	531,185	\$ (95,744)
XXX E 23 ----	SCHOOL LEADERSHIP	3,397,094	3,435,722	\$ 38,628
XXX E 31 ----	GUIDANCE & COUNSELING	1,032,673	1,291,219	\$ 258,546
XXX E 32 ----	SOCIAL WORK SERVICES	182,042	169,857	\$ (12,185)
XXX E 33 ----	HEALTH SERVICES	506,490	551,813	\$ 45,323
XXX E 34 ----	PUPIL TRANSPORTATION	3,580,804	3,240,000	\$ (340,804)
XXX E 35 ----	FOOD SERVICES	4,005,806	4,055,578	\$ 49,772
XXX E 36 ----	COCURR./EXTRACURR.ACTIVITIES	1,838,253	1,631,687	\$ (206,566)
XXX E 41 ----	ADMINISTRATIVE SUPPORT SERVICE	2,593,852	2,811,898	\$ 218,046
XXX E 51 ----	PLANT MAINTENANCE & OPERATIONS	5,628,444	5,767,281	\$ 138,837
XXX E 52 ----	SECURITY & MONITORING SERVICES	303,946	269,080	\$ (34,866)
XXX E 53 ----	DATA PROCESSING SERVICES	1,347,809	969,196	\$ (378,613)
XXX E 61 ----	COMMUNITY SERVICES	34,638	1,638	\$ (33,000)
XXX E 71 ----	DEBT SERVICES	5,718,900	7,185,930	\$ 1,467,030
XXX E 81 ----	CAPITAL OUTLAY	1,958,139	0	\$ (1,958,139)
XXX E 93 ----	PAYMENTS TO FISCAL AGENTS\MBRS	1,688,594	1,750,459	\$ 61,865
XXX E 99 ----	INTERGOVERNMENTAL EXPENSE	460,000	490,000	\$ 30,000
XXX E -- ----	Expense	\$ 71,511,626	\$ 72,185,372	\$ 673,746

2022-2023 Budget Summary

General Fund:

- ✓ State revenue assumes 2% enrollment growth from prior year, with a 92% Average Daily Attendance (ADA)
- ✓ M&O local tax revenue is based upon \$0.8546/per \$100 value
- ✓ Includes all new positions approved by the board for 2022-2023
- ✓ Includes the 2022-2023 Employee Compensation Plan, which includes:
 - Up to 8% raise for all teachers
 - Cost Of Living adjustment for all hourly employees
 - Additional 2% general pay increase on the new midpoint for all hourly employees
 - 3% general pay increase for administrative professionals
- ✓ Includes new Drive, Pair, Share employee carpool program

Debt Service Fund:

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

Maintenance Tax Note Fund:

- ✓ Sets aside funds to pay the 2022-2023 debt payments

School Nutrition Fund:

- ✓ Includes the changes associated with moving to self-operations
- ✓ Includes all new positions approved by the board for 2022-2023
- ✓ Includes the 2022-2023 Employee Compensation Plan, which includes:
 - Cost Of Living adjustment for all hourly employees
 - Additional 2% general pay increase on the new midpoint for all hourly employees
 - 3% general pay increase for administrative professionals

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RECOMMENDATION:

RECOMMENDED MOTION:

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

**Board Resolution for Extension of Pandemic Leave
Allotment**

WHEREAS, the Coronavirus (COVID-19) pandemic continues to affect school operations as it spreads across Texas and the world; and

WHEREAS, through circumstances beyond their control, certain District employees may be forced to miss workdays due to illness or required isolation after contracting the COVID-19 virus; and

WHEREAS, the Board recognizes that the unique circumstances created by the COVID-19 pandemic may place an unexpected financial burden on employees; and

WHEREAS, the Board recognizes that even individuals who are fully vaccinated against COVID-19 may contract the virus and be absent from duty;

WHEREAS, some District employees have already exhausted their local leave or used state personal leave days prior to adoption of this Resolution, thereby necessitating a retroactive application of this Resolution;

WHEREAS, the Board finds a public purpose will be served by granting five (5) days of additional local paid leave to those employees who miss work due to their own COVID-19 illness, the COVID-19 illness of their minor child, awaiting test results, or if the employee is unable to work due to the employees' child's daycare or school closure, by demonstrating support of its employees, enhancing employee morale, supporting the retention of employees, and protecting the health of employees.

Now therefore it be resolved by the Board that:

1. The findings and recitals outlined above are found to be true and correct and are hereby approved and adopted; and
2. The Board finds that a public purpose and a benefit to the Lockhart ISD exists to compensate District employees for up to five (5) additional workdays missed due to:
 - a. The employee contracting COVID-19;
 - b. The employee's minor child contracting COVID-19 which necessitates the employee missing work to care for the child or seek medical treatment or testing; or,
 - c. The employee is awaiting COVID-19 test results, without which the employee may not return to duty,
 - d. The employee is unable to work due to their child's daycare or school closure.
3. The Board finds that this expenditure is necessary and appropriate in the conduct of the public schools as provided by Texas Education Code § 45.105(c); and

4. In order to qualify for receipt of this local leave, an employee must present documentation showing that:
 - a. the employee has tested positive for COVID-19;
 - b. the employee's minor child has tested positive for COVID-19 which necessitates the employee missing work to care for the child or seek medical treatment or testing; or
 - c. the employee is awaiting COVID-19 test results, without which the employee may not return to duty,
 - d. the employees' child's daycare or school closure.
5. The Board finds that for those employees who exhausted their local leave or used state personal leave days due to COVID-19 related absences, this Resolution may be applied retroactively, but no earlier than the first day of the 2021-2022 school year;
6. The Board hereby suspends the operation of Board Policies DEA (Local) and DEC (Local) only to the extent necessary to affect the purposes of this Resolution; and
7. The Board makes this local leave available for use for any qualifying individual, effective July 1, 2022 until December 31, 2022.
8. The Board hereby authorizes the Superintendent to take whatever steps reasonably necessary to fulfill the purposes of this Resolution, including the creation of additional requirements or procedures for an employee to request this leave and making determinations regarding employee eligibility for this leave.

Adopted by the vote of the majority of members of the Board of Trustees of the Lockhart ISD present and voting at an open meeting of the Board on the ____ day of June 2022, at which a quorum was present:

BY: _____
Michael Wright, Board President

BY: _____
Tom Guyton, Board Secretary

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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DISTRICT GOAL(S) ALIGNMENT:

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

AGENDA TITLE:

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

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Official Delegate Designation Form

Please note:

- Only board members of TASB Active Members (public school districts and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your board members is also a TASB Director or one of the four LAC representatives, do not designate this member; he or she will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your district's membership information in myTASB. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- The Delegate Assembly Handbook will be distributed electronically at least 20 days prior to Delegate Assembly. Hard copies of the Handbook will be available on site. (Mailed copies will be available by request.)
- You also may submit your designation online. The online form is available in myTASB under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). Credentials (ribbon and button) will be mailed to delegates and alternates who are registered by August 25. After that date, credentials must be picked up on site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

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

Alternate: _____

Board position: _____ E-mail: _____

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

Name of school district: _____

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

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2022 TASB Delegate Assembly scheduled for September 24 (as provided by the TASB Bylaws).

Board president's signature: _____ Date: _____

Please return your board's designations online or to the address below by August 25, 2022, to receive Delegate Assembly credentials by mail. Delegates submitted after August 25 will need to pick up credentials (button and ribbon) on site.

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

