

**Lockhart Independent School District**  
**Clear Fork Elementary**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

Clear Fork Elementary will provide our students with meaningful learning experiences that foster deep roots in our community and develop the skills and confidence needed to soar to new heights.

## Vision

Clear Fork Elementary students will feel cherished and capable of anything!

## Core Beliefs

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

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# Comprehensive Needs Assessment

Revised/Approved: September 2, 2020

## Demographics

### Demographics Summary

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

The current enrollment of 449 students is steadily increasing. Our Hispanic student group has shown the greatest increase in enrollment.

The campus has four student groups:

- 67% are Hispanic
- 28 % are White,
- 2 % are Black
- 3% are Other

Clear Fork Elementary's student groups include:

- 12 out of 449 are English Learners (ELs)
- 24 out of 449 students are receiving Gifted and Talented services
- 103 out of 449 receive Special Education services.
- 66 % are economically disadvantaged.

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

- 14 out of the 34 students who receive support from our Foundational Learning classes reside in Luling or Prairie Lea. They are part of the Caldwell County Special Education Cooperative.

### Demographics Strengths

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

- Clear Fork Elementary is proud of the long legacy of excellence and deep roots with the community.
- Families move into our area just for our school. Clear Fork is also attracting students from charter and private schools.
- Because our families value education, we have many supportive parents and students who are committed to success.
- The teachers at Clear Fork work extra hard to provide rigorous, innovative instruction and authentic relationships with all students.
- The foundational learning program provides each student with authentic and accommodating individualized learning experiences. This includes life skills and specialized curriculum tailored to each student need. Experiences are also provided within the general education setting.

- Clear Fork has a newly-installed adaptive playground with a rubber landing, wheelchair swing and other wheelchair-accessible play equipment.
- Clear Fork has increased their teacher retention rates and has been able to recruit highly-qualified candidates including 4 former Clear Fork teachers.
- Clear Fork Elementary School has partnered with Texas State University as the US Prep Teacher Preparatory Site.
- Clear Fork Elementary added a fenced perimeter around our campus.

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

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** CFE ended the year with a 95.65 attendance rate which is 1.35% below district expectations. **Root Cause:** The attendance rate is lower than expected due to chronic absenteeism among students who are highly-mobile, have chronic health issues and/or other related special needs.

# Student Learning

## Student Learning Summary

With the absence of STAAR testing, End of Year Performance Rubrics were used to assess the mastery levels students:

2019 - 2020 3rd Grade	EOY Ratings Reading				EOY Ratings Math			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Clear Fork EL	71	78.87%	50.70%	22.54%	71	64.79%	36.62%	11.27%

2019 - 2020 4th Grade	EOY Ratings Reading				EOY Ratings Math			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Clear Fork EL	61	78.69%	47.54%	18.03%	61	70.49%	39.34%	13.11%

2019 - 2020 5th Grade	EOY Ratings Reading				EOY Ratings Math			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Clear Fork EL	73	80.82%	52.05%	28.77%	73	76.71%	50.68%	27.40%

Domain I-Student Achievement: Clear Fork Elementary Score: **2018-2019** school year. Clear Fork Elementary met these targets.

**69 Met Standard** All schools in Texas must meet standards set in four state accountability areas. For the

- Domain II-School Progress: Clear Fork Elementary Score: **70 Met Standard**
  - a. Academic Growth **70 Met Standard**
  - b. Relative Performance (Eco. Dis: 66%) **67 Met Standard**
- Domain 3-Closing Performance Gaps: Clear Fork Elementary Score: **69 Met Standard**

**Overall Score of 70 C**

3rd Grade STAAR Reading Performance Levels:

- Approaches 69%
- Meets 37%
- Masters 20%

3rd Grade STAAR Math Performance Levels:

- Approaches 67 %
- Meets 35%
- Masters 16%

4th Grade STAAR Reading Performance Levels:

- Approaches 59 %
- Meets 30%
- Masters 14%

4th Grade STAAR Math Performance Levels:

- Approaches 59%
- Meets 28%
- Masters 18%

4th Grade STAAR Writing Performance Levels:

- Approaches 38%
- Meets 8%
- Masters 3%

5th Grade STAAR Reading Performance Levels:

- Approaches 81%

- Meets 41%
- Masters 20%

5th Grade STAAR Math Performance Levels:

- Approaches 80%
- Meets 46%
- Masters 33%

5th Grade STAAR Science Performance Levels:

- Approaches 68%
- Meets 41%
- Masters 16%

### **Student Learning Strengths**

During the 2019-2020 school year, Clear Fork focused on closing the achievement gaps among our various student groups. Targets were set based on STAAR Domain 3- Closing the Gaps and were closely monitored. With the absence of STAAR testing, these targets were applied to the End of Year Performance Rubrics. The following targets were met:

#### **3rd Grade Reading**

All Students

Economically Disadvantaged

Hispanic

White

#### **3rd Grade Math**

White

#### **4th Grade Reading**

All

Economically Disadvantaged

Hispanic



## **5th Grade Reading**

All

Economically Disadvantaged

Hispanic

White

## **5th Grade Math**

All

Economically Disadvantaged

Hispanic

White

Clear Fork's teachers have remained dedicated to their school community. They are committed to continually grow their content knowledge, efficient and effective use of data analysis to guide instruction and consistent use of high-yield strategies.

Clear Fork has developed a highly collaborative and respectful culture. This helped to improve teacher retention rates and recruit classroom teachers with prior experience and proven success.

The campus is proud of many different student achievement strengths identified in our 2019-2020 STAAR results, including:

- 2019
- Relative Performance increased from 66 to 67%
- 4th grade increased from 33 to 38% Approaches in Writing
- 4th grade Special Education subgroup increased from 0% to 8% Approaches in Writing
- 4th grade increased from 25 to 30% Meets in Reading
- 4th grade increased from 12 to 14% Masters in Reading
- 4th grade Special Education subgroup increased from 0% to 8% Masters in Reading
- 4th grade Special Education subgroup increased from 0% to 15% Meets in Math
- 4th grade Special Education subgroup increased from 0% to 8% Masters in Math
- 5th grade increased from 80 to 81% Approaches in Reading
- 5th grade increased from 37% to 41% Meets in Reading

- 5th grade increased from 16% to 20% Masters in Reading
- 5th grade Special Education subgroup increased from 0% to 13% Meets in Reading
- 5th grade Special Education subgroup increased from 0% to 13% Masters in Reading
  
- 5th grade Special Education subgroup increased from 0% to 13% Meets in Math
- 5th grade increased from 24% to 33% Masters in Math
  
- 5th grade increased from 33 to 41% Meets in Science
- 5th grade increased from 9 to 16% Masters in Science
- 5th grade Special Education subgroup increased from 18% to 33% Approaches in Science
- 5th grade Special Education subgroup increased from 0% to 17% Meets in Science
- The average scale score for 5th grade Science increased by 74 points

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 3rd grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 3rd grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019. **Root Cause:** Based on the EOY Performance Rubrics, there continues to be a significant discrepancy among the achievement levels of our student groups. Increased differentiation and student agency are needed to close the achievement gaps.

**Problem Statement 2 (Prioritized):** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 4th grade performance in Reading dropped from 60% approaches in 2018 to 59% approaches in 2019. 4th grade performance in Math dropped from 63% approaches in 2018 to 59% approaches in 2019. **Root Cause:** While 3 out of 5 student groups meet their targets on the EOY Performance Rubrics in Reading, 0 out of 5 students groups met the target in Math. Increased differentiation and student agency are needed to close the achievement gaps.

**Problem Statement 3 (Prioritized):** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 5th grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 5th grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019. **Root Cause:** 4 out of 5 targets were met in both Reading and Math EOY Performance Rubrics. The special education student target was not met in Reading or Math. Increased differentiation and student agency are needed to close the achievement gaps.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

At Clear Fork, we believe recruiting and retaining highly-qualified staff and faculty is key to student achievement. Recent Employee Engagement Survey showed high satisfaction rates in all areas.

Here are a few examples of increases in strongly agree responses:

- An increase from 50% to 90% of teachers said they strongly agreed they enjoy working with their principal or direct supervisor.
- An increase from 50% to 80% of teachers said strongly agree they feel their principal or direct supervisor encourages them to always do their best.
- An increase from 46.15 to 75% of teachers said they strongly agree they feel comfortable sharing ideas and opinions with their principal or direct supervisor.
- An increase from 42.31% to 85% of teachers said they strongly agree their principal or direct supervisor has strong management skills.
- An increase from 46.15 to 85% of teachers said they strongly agree the actions of their principal or direct supervisor are consistent with his/her words.
- An increase from 46.15 to 85% of teachers said they strongly agree they enjoy the professional relationship they have with their principal or direct supervisor.
- An increase from 42.31 to 80% of teachers strongly agree they can count on the support of my principal or direct supervisor when addressing problems or issues.
- An increase from 42.31 to 80% of teachers strongly agree they can trust their principal or direct supervisor to make good decisions for students.

- An increase from 34.62 to 85% of teachers strongly agree their principal or direct supervisor clearly communicates his/her expectations of their job performance.

### **School Processes & Programs Strengths**

Clear Fork Elementary has identified the following strengths:

1. Our faculty members are diligent about monitoring and maintaining up-to-date assessment data on students.
2. Ten staff members are part of the VIP district committee. They will pilot new technology in their classroom and train campus staff.
3. Most teachers are masterful at providing small group instruction and are willing to train other teachers.

Clear Fork Elementary is proud of the following strengths:

1. Interruptions to the instructional day are kept to a minimum.
2. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
3. Teachers accommodate special populations with more time and individualized instructional plans.
4. CFE special education team has implemented inclusion services to service our special education students in the general education classroom.
5. Teachers are aware of a strong sense of urgency for best instructional practices, as placed upon them by the active parent community.
6. Safety drills are performed regularly and in compliance with regulative laws.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Clear Fork has a high number of students with social-emotional needs. **Root Cause:** There was an inadequate number of personnel and need for additional training to support the behavioral and social-emotional needs of students.

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

Clear Fork Elementary celebrates these strengths:

- Teacher informal survey results reveal they are dedicated and work together for the success of the students.
- Clear Fork has a supportive, family-like staff.
- Informal parent feedback reports CFE has a strong positive reputation in the community.
- CFE has an open door policy and welcomes parent input and questions.
- Active social media presence on Facebook and Twitter.
- Strong involvement in district and community events.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Behavioral expectations are inconsistent among classrooms and grade levels. **Root Cause:** There is need for additional professional development and stronger daily focus on PBIS expectations, 7 Mindsets and Restorative Practices.

# Priority Problem Statements

**Problem Statement 1:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 3rd grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 3rd grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019.

**Root Cause 1:** Based on the EOY Performance Rubrics, there continues to be a significant discrepancy among the achievement levels of our student groups. Increased differentiation and student agency are needed to close the achievement gaps.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 5th grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 5th grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019.

**Root Cause 2:** 4 out of 5 targets were met in both Reading and Math EOY Performance Rubrics. The special education student target was not met in Reading or Math. Increased differentiation and student agency are needed to close the achievement gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, 4th grade performance in Reading dropped from 60% approaches in 2018 to 59% approaches in 2019. 4th grade performance in Math dropped from 63% approaches in 2018 to 59% approaches in 2019.

**Root Cause 3:** While 3 out of 5 student groups meet their targets on the EOY Performance Rubrics in Reading, 0 out of 5 students groups met the target in Math. Increased differentiation and student agency are needed to close the achievement gaps.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

## Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

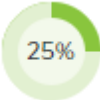
# Goals

Revised/Approved: September 2, 2020

**Goal 1:** Every student (K-5) will make 1.5 years progress in reading during the 2020-2021 school year.

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

**Evaluation Data Sources:** ISIP Reports  
 2021 STAAR Reading  
 District Assessments  
 Running Records  
 Anecdotal Notes

<p><b>Strategy 1:</b> Strategy: Instructional Reading Levels</p> <p>Leveled readers will be used to teach students research-based reading strategies at their instructional reading level. Teachers will provide specific academic feedback aligned to each student's individual reading strengths and needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will apply specific research-based reading strategies as measured by running records, common assessments, district checkpoints and monthly ISIPs.</p> <p>Fundamental Five walkthrough data from instructional reading conferences will be used to measure the frequency of recognizing and reinforcing. Data will be reviewed during quarterly data talks with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal-Lead                  Assistant Principal                  RtI Lead Teacher                  Instructional Coaches                  Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%			



**Strategy 2:** Strategy: Word Count Goals

Students will set goals for the number of words they will read each month as measured by Accelerated Reading Tests.

Suggested Word Count Middle of Year (MOY) and End of Year (EOY) Goals per Grade Level:

Kindergarten  
 MOY 2,000  
 EOY 5,000

First  
 MOY 10,000  
 EOY 25,000

Second  
 MOY 35,000  
 EOY 80,000

Third  
 MOY 120,000  
 EOY 300,000

Fourth  
 MOY 250,000  
 EOY 625,000

Fifth  
 MOY 400,000  
 EOY 1,000,000

**Strategy's Expected Result/Impact:** Increase in words read will raise reading proficiency levels as measured by monthly ISIP reports and district assessments.


Word count achievements will be recognized during monthly assemblies and on school web page and hallway bulletin boards.

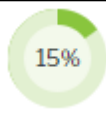

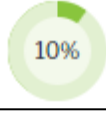
Shirts and special recognition for Million Word Readers.

**Staff Responsible for Monitoring:** Principal  
 Assistant Principal  
 Classroom Teachers  
 Librarian-Lead

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

**Funding Sources:** - 199 - General Fund

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 20%			

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 3: Strategy:</b> Accelerated Learning Time</p> <p>Every student will receive additional specialized instruction from classroom teachers, instructional aides, Response to Intervention (RtI) Lead teachers, Dyslexia teacher and special education teachers. Grouping and instructional focus will be based on multiple data sources to meet their specific reading strengths and needs. This includes students receiving special education and gifted and talented services.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year:  * 80% of students will perform and receive support at the Tier 1 (on or above level)  *15 % of students will perform and receive support at the Tier 2 (slightly below level)  *No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level)</p> <p>Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  RtI Lead Teacher-Lead  Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>				
<p><b>Strategy 4: Strategy:</b> Parental Involvement</p> <p>Clear Fork will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents and community members. (Ex. Virtual Make and Takes, Camp Out with a Good Book, Buddy Reading and Read-Union)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn strategies from reading role models that will help to increase reading proficiency levels as measured by running records, common assessments, district assessments and monthly ISIP reports.</p> <p>Parents will learn high-yield strategies to support reading at home with their child.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Classroom Teachers-Lead</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I-A - \$850</p>				
<p><b>Strategy 5: Build Teacher Capacity through Becoming a Lockhart Leader Teacher-Led Professional Development-Incentive Program</b></p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase due to need-based professional development provided to teachers by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Rebecca Leonard, Joan Schlaht and Nicole Lawrence</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>				

0% No Progress

100% Accomplished



→ Continue/Modify







✗ Discontinue

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

**Performance Objective 1:** During the 2020-2021 school year, 70% of students in grades K-8 will make 1.5 years of growth progress in math.

**Evaluation Data Sources:** Dreambox (Kindergarten and First Grade only)  
 Monthly Renaissance Math Assessment (2nd-5th only)  
 2021 STAAR Math  
 Reflex Math  
 District Assessments

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Strategy: Student Agency</p> <p>All students will establish a math-related goal and monitor progress.</p> <p>Fourth and fifth grade students will middle of year (MOY) and end of year (EOY) student-led conferences.</p> <p>Kindergarten through third grade students will conduct EOY student-led conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ownership of learning will raise math achievement as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade), common assessments and district checkpoints.</p> <p><b>Staff Responsible for Monitoring:</b> Principal-Lead            Assistant Principal            Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>				
<p><b>Strategy 2:</b> Strategy: Virtual Math Journal</p> <p>Teachers will use virtual math journals to build content knowledge, math vocabulary and increase the use of efficient math strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Student math growth will increase as measured by Dreambox (Kindergarten and First Grade), RenMath (2nd-5th grade) and district assessments due to providing opportunities for discourse among students and teacher.</p> <p>Fundamental Five walkthrough data from virtual math journals observations will be used to measure the frequency of critical writing. Walkthrough data will be reviewed during quarterly data talks with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal-Lead            Assistant Principal            District Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>				


<b>Strategy 3: Strategy: Parental Involvement</b>  STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families. <b>Strategy's Expected Result/Impact:</b> Student math growth will increase as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade) and district assessments due to providing hands on activities for students and parents.  Family engagement activities will be available for checkout on a daily basis. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers-Lead  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 - Title I-A - \$850	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 4: Build Teacher Capacity through Becoming a Lockhart Leader Teacher-Led Professional Development-Incentive Program</b>  <b>Strategy's Expected Result/Impact:</b> Student achievement will increase due to need-based professional development provided to teachers by teachers. <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** In 2021, 4th grade students will reach 65% Approaches, 40% Meets and 20% Masters on STAAR Writing.

Every student will write at a 3 or 4 level as determined by writing rubrics.

**Evaluation Data Sources:** 2021 STAAR Writing data  
 District Assessments  
 Rubrics

<p><b>Strategy 1:</b> Strategy: Research-based Writing Curriculum</p> <p>Kindergarten teachers will use Matt Glover writing curriculum to develop writing skills.</p> <p>First through fifth grade teachers will use Patterns of Power Writing curriculum to develop writing skills.</p> <p>Additionally, third and fourth grade will use Be A Writer curriculum to further develop writing skills.</p> <p>Kindergarten through fifth grade students will write daily during their writing block.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student writing portfolios will be used to showcase student growth.</p> <p>Rubrics will be developed and used to measure and monitor growth.</p> <p>Growth will be reviewed with each teacher during quarterly data talks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal-Lead              Assistant Principal              Classroom Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b>              Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 <p>20%</p>			

**Strategy 2:** Strategy: Parental Involvement

Clear Fork will host a spring Writing Showcase. Students' published work will be shared.

Families will have the opportunity to write and publish together.

**Strategy's Expected Result/Impact:** Student writing proficiency levels will increase as they routinely experience the writing process as measured by writing rubrics.

Parents will develop ideas for supporting writing at home.

**Staff Responsible for Monitoring:** Principal

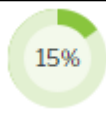
Assistant Principal

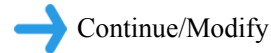
Librarian

Classroom Teachers-Lead

**Title I Schoolwide Elements:** 3.1, 3.2

**Funding Sources:** Patterns of Power - 211 - Title I-A, Writing Materials - 211 - Title I-A



Reviews			
Formative			Summative
Nov	Jan	Mar	June
 15%			



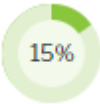
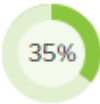
**Goal 4:** Clear Fork Elementary faculty and students will meet or exceed 97% average daily rate for the 2020-2021 school year.

**Performance Objective 1:** Campus attendance rate for faculty and students will meet or exceed 97% average daily attendance rate for the 2020-2021 school year.

**Evaluation Data Sources:** ADA report  
Frontline

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Strategy: Goal Setting</p> <p>Students will establish goals and monitor their attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> CFE's ADA will rise from 95.65% to 97%.</p> <p>Students will take ownership of their learning and make the connection between attendance and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teacher-Lead</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				
<p><b>Strategy 2:</b> Strategy: Restorative Practices</p> <p>Teachers received pre-service professional development on restorative practices.</p> <p>Teachers will teach extended lessons on restorative practices during the first 3 weeks of school.</p> <p>School-wide restorative circles will take place from 7:35-7:50 each day.</p> <p>Restorative questions will be used when addressing individual disciplinary infractions.</p> <p><b>Strategy's Expected Result/Impact:</b> Restorative practices will increase time on task, strengthen teacher and student relationships and ultimately increase attendance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal-Lead Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				



	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 3:</b> Strategy: 7 Mindsets</p> <p>Every classroom will teach a weekly 7 Mindsets lesson.</p> <p>School counselor will provide 7 Mindset-related lessons twice a month in every classroom. Positive referrals (Mindset Masters) will be used to recognize students and faculty.</p> <p><b>Strategy's Expected Result/Impact:</b> 7 Mindsets will create a universal language across the campus and district.</p> <p>Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor-Lead</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>				
<p><b>Strategy 4:</b> Strategy: Sarah Mercado-Trust-Based Relational Intervention (TBRI) and Standard Response Protocol (SRP)</p> <p>All teachers received TBRI and SRP training at the beginning of the school year.</p> <p>Students will receive SRP training.</p> <p>Monthly safety drills will be conducted.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have an increased awareness of sensitive issues.</p> <p>Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal-Lead</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				

**Strategy 5:** Strategy: Frequent Physical Activity

Students will 30 minutes of recess each day in addition to a 10 minute TEKS-based physical activities at the end of each lunch period.


Student will take frequent movement-"Brain Breaks" throughout the day.

Students will attend PE classes a minimum of 2 days a week.

Students will participate in 10 minute TEKS-based exercises at the end of each lunch period.


**Strategy's Expected Result/Impact:** Increase physical movement will improve the overall health of students and increase the attendance rate.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
PE Teacher

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 20%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$850.00
2	1	3			\$850.00
3	1	2	Patterns of Power		\$0.00
3	1	2	Writing Materials		\$0.00
<b>Sub-Total</b>					\$1,700.00
<b>Grand Total</b>					\$1,700.00

# Addendums