Lockhart Independent School District

Bluebonnet Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Essential Action 5.3: Data-driven instruction
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments
Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations

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

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

Demographics

Demographics Summary

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

White population= 17%
African American population= 2%
ELL population= 23%
Special Education= 14%
Low SES= 72%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education students have historically had a decline in scale scores (STAAR) grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special education population of students.

Student Learning

Student Learning Summary

We will continue to address the problems identified in our 2021-2022 STAAR data. Overall grades for schools are calculated based on performance in three key areas, or domains. We take the higher score between how much students know and can do (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

Overall grades for schools are calculated based on performance in three key areas, or domains. We take the higher score between how much students know and can do (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

Student achievement score= 67

School progress score= 91

Closing the gaps score= 76

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

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

These scores result in Bluebonnet Elementary receiving a 2022 Texas Accountability A-F Rating of a B , with a score of 87 out of 100. in addition, Buebonnet earned a distinction designation for Comparative Academic Growth. The following scores for all grades show the percentages of achievement at each level:

Math

3rd grade- 56% approaches, 26% meets, 8% masters

4th grade- 84% approaches, 51% meets., 28% masters

5th grade- 68% approaches, 47% meets ,25% masters

Reading

3rd grade- 62% approaches, 32% meets. 12% masters

4th grade- 78% approaches, 53% meets, 19% masters

5th grade- 73% approaches, 33% meets, 16% masters

Student Learning Strengths

Bluebonnet has a population of hard working, eager to learn students. This is evident in classrooms and through observations of student engagement. The campus is proud of many different student achievement strengths, including:
STAAR Performance Domain 2- Student Progress achieved at 72% The campus exceeded a 20% goal increase of 1.5 year of growth in Reading. 2017 reading at 37%, 2018 reading was 56%. 2019 reading was 60%. In 2020 according to Istation reading data 76% of our students met 1.5 years of growth in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special education students have historically had a decline in scale scores (STAAR) grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special education population of students.

Problem Statement 2 (Prioritized): Due to the student achievement score (67) on STAAR data from 2022, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

District CBA's will be given after each content unit is taught, and will be able to provide the teachers and campus data to track student growth. Monitoring conferences
will be held every 6 weeks with administration and RTI lead teacher to measure growth for each student.

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

School Processes & Programs Strengths

Bluebonnet Elementary strengths:

1. Teachers focused on using guided math stations for math instruction which resulted in an increase of overall math achievement.

2. Progress Monitoring Conferences encouraged collaboration between administration and teacher to guide how to use the data to drive lesson planning.

3. The master schedule and calendar maximized the amount of time spent on instruction.

4. Administering/Monitoring Istation for all students K-5 for Reading.

5. Administering/Monitoring Dreambox for all students K-5 for Math.

6. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

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

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

Problem Statement 3 (Prioritized): Special education students have historically had a decline in scale scores (STAAR) grades 3rd-5th grade in both reading and math.   **Root Cause:** Our campus will focus on closing the gaps with our special education population of students.

Problem Statement 4 (Prioritized): Due to the student achievement score (67) on STAAR data from 2022, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math.   **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5 (Prioritized): Bluebonnet will continue the work the academic and behavior RTI teams have created to help promote high academic and behavioral support for students and staff.   **Root Cause:** Prioritizing meeting times and calendars to plan and organize.

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

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

Bluebonnet Strengths include:

- Increased parent communication in both English and Spanish through weekly smores newsletters, Parent Square email, and dojo with teachers.

- A variety of family events including Veteran's Day Celebration, Math, Science, and literacy night. Science Fair, Dia

  de los Muertos, Musicals, Fall Festival, Parent Involvement Day events, and End of Year Award's Ceremony.

- 4th and 5th grade Choir represents our school by participating in Dickens on the Square and earning a superior rating 1 in their first ever Pride of Texas Music Festival

- NEHS and Student Council support monthly community service projects
- Administrator hosts coffee events and welcomes parent input and questions
- Recognition every morning with student pledge leaders and birthday announcements. Shout outs for 7 mindsets weekly.
- Bully intervention lesson conducted with counselor.
- Red Ribbon week participation
- Brag tags for each student to wear on Fridays
- 7 mindsets bracelets as goals are reached
- Principal Pride award at the end of the year

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 3 (Prioritized): Special education students have historically had a decline in scale scores (STAAR) grades 3rd-5th grade in both reading and math. **Root Cause:** Our campus will focus on closing the gaps with our special education population of students.

Problem Statement 4 (Prioritized): Due to the student achievement score (67) on STAAR data from 2022, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

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Priority Problem Statements

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

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

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Special education students have historically had a decline in scale scores (STAAR) grades 3rd-5th grade in both reading and math.

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

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

Problem Statement 3: Due to the student achievement score (67) on STAAR data from 2022, we will continue to address the problems identified in our academic achievement in grades 3rd-5th in both reading and math.

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

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

Problem Statement 4: Bluebonnet will continue the work the academic and behavior RTI teams have created to help promote high academic and behavioral support for students and staff.

Root Cause 4: Prioritizing meeting times and calendars to plan and organize.

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

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

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

Goals

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

Performance Objective 1: During the 2022-2023 school year, 80 % K-5 students will make 1.5 years of growth progress in READING
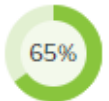
High Priority

Evaluation Data Sources: Istation Student Summary Reports
Skill growth Report
AR
CBA's
STAAR
running records
small group reading anecdotal notes
small group targeted skill running records
Amplify
Sentence Stems
Fundamental 5 Instructional strategies
Evidence of Learning

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with goal and make reading a campus wide priority with structured reading expectations and engagement.

Strategy 1 Details	Reviews			
Strategy 1: Differentiated Instruction (sentence stems) during Reading instruction	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Belinda Vasquez Assistant Principal, Kati Harber Lever Leaders **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	35%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Students and teachers will actively participate in school wide DEAR time to increase student reading progress and attain goals in Accelerated Reader.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 80% of students will make progress towards their individual student goals in Accelerated Reader. **Staff Responsible for Monitoring:** Will be monitored by librarian, principal and assistant principal **Title I:** 2.4, 2.5, 2.6, 4.1 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** literacy books for Parents - 211 - Title I-A	35%	45%	75%	100%

Strategy 3 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Teacher Lead/facilitator for each PLC, lever leaders, and team will include all teachers and administration **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund, - 211 - Title I-A	40%	55%	70%	→

Strategy 4 Details	Reviews			
Strategy 4: Students will engage in Frequent small group purposeful talk in flexible learning paths to exit with critical writing.	Formative			Summative
	Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Administration/ Lever Leaders and all team leads will monitor daily using power walks. **ESF Levers:** Lever 5: Effective Instruction	50%	60%	65%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
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 2022.	Nov	Jan	Mar	June
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 **Title I:** 2.4, 2.5, 2.6, 4.1 - **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 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	35%	50%	60%	→

Strategy 6 Details	Reviews			
	Formative			Summative
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)	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Kinder-100 words 1st-100 words 2nd- 200 words 3rd-300 words 4th-400 words 5th-500 words **Staff Responsible for Monitoring:** teachers, special education teachers POP team **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%	60%	70%	→

0% No Progress	100% 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 2022-2023 school year, 75 % of K-5 students will make 1.5 years of growth progress in MATH

High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue to monitor and measure math growh

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use differentiated Instruction (flexible learning paths) daily	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have skill based instruction to meet their individual learning needs.	**Nov**	**Jan**	**Mar**	**June**
concrete math will better prepare students for abstract math. Increase in math achievement data 75% of students will make 1.5 years of growth **Staff Responsible for Monitoring:** teachers, interventionist, admin **Title I:** 2.4, 2.5, 2.6, 4.2 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	55%	65%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Students will engage in 5 lessons a week in Dreambox (skills based) k-1	**Nov**	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Interventionist/RTI and Classroom Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	30%	55%	65%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Students will engage in Frequent small group purposeful talk in flexible learning paths to exit with critical writing.	**Nov**	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** teachers, interventionist, Math RTI teacher, admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	50%	60%	65%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
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 2022	Nov	Jan	Mar	June
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 **Title I:** 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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	25%	50%	65%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
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.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased understanding of concrete math before abstract thinking. **Staff Responsible for Monitoring:** teachers Kati Harber RTI **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	40%	60%	75%	100%

0% No Progress	100% 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 75 members in PTA, and parent family attendance at all school events.

High Priority

Evaluation Data Sources: Sign in Sheets
RSVP's

Summative Evaluation: Met Objective

Next Year's Recommendation: We ended the year with 78 members.

Strategy 1 Details	Reviews			
Strategy 1: Bluebonnet will provide child care for parents to be able to attend family events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Child care will increase more parent involvement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All classroom teachers will monitor. **Title I:** 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 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	25%	60%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Bluebonnet will provide at least two dinners for our family engagement events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing dinner and snacks will increase more parent involvement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration/				

| teacher leads | 30% | 55% | 80% | → |

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **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 5: Effective Instruction

| 0% No Progress | 100% 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: Bluebonnet will provide Violence and Health education through Leader in Me lessons.

High Priority

HB3 Goal

Evaluation Data Sources: Student surveys
Student observation and counselor check ins
Leader In Me written and recorded reflections

Summative Evaluation: Met Objective

Next Year's Recommendation: Due to SB 9 we will continue to provide this education for our students.

Strategy 1 Details	Reviews			
Strategy 1: Bluebonnet will provide violence prevention and education through LIM Mondays.	**Formative**			**Summative**
Strategy's Expected Result/Impact: students will learn about their social emotional well being	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teachers Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** 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 - **Results Driven Accountability**	40%	65%	70%	100%

Strategy 2 Details	Reviews			
Strategy 2: Counselor Guidance lessons monthly with a focus on self awareness, problem solving, and social interaction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel connected to an adult on campus and know how to talk through emotions with words. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5, 2.6, 4.1, 4.2 - **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 - **Targeted Support Strategy - Results Driven Accountability**	**Nov**	**Jan**	**Mar**	**June**
	40%	55%	85%	100%

0% No Progress	100% 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: Bluebonnet will increase student attendance. Attendance goal is 97%

High Priority

HB3 Goal

Evaluation Data Sources: ADA reports
Teacher attendance tracker

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to focus on increasing our attendance percentage.

Strategy 1 Details	Reviews			
Strategy 1: Student attendance will be rewarded individually, and by class and grade level each month!	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who come to school everyday will show an increase in academic goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teachers, counselor **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy - Results Driven Accountability**	55%	60%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Bluebonnet will incorporate fun learning days on Mondays and Fridays.	**Formative**			**Summative**
Strategy's Expected Result/Impact: student's will have a fear of missing out on academics and mindset activities weekly.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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 - **Targeted Support Strategy - Results Driven Accountability**	30%	65%	75%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Bluebonnet will increase teacher retention by 15% for the 2022-2023 school year.

High Priority

Evaluation Data Sources: teacher surveys
Teacher feedback
collaborative leadership

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to celebrate and recognize teachers for their hard work throughout the school year.

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: teachers will have a collective voice Teachers will feel heard and supported **Staff Responsible for Monitoring:** admin teachers team builders (leaders) **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **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 - **Targeted Support Strategy - Results Driven Accountability**	35%	60%	85%	→

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will have a set goal and work toward goal attainment to feel successful **Staff Responsible for Monitoring:** teachers admin **Title I:** 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	45%	60%	75%	100%

Strategy 3 Details	Reviews			
Strategy 3: Teacher shout outs weekly to recognize each other and be specific on actions witnessed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: teachers will participate in a positive culture collective voice peer to peer team building **Staff Responsible for Monitoring:** teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Results Driven Accountability**	30%	60%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Bluebonnet will work with Tx State US prep Grant to help teachers and future teachers work successfully in public education.	Formative			Summative
	Nov	Jan	Mar	June
	30%	65%	80%	→

Strategy 5 Details	Reviews			
Strategy 5: Bluebonnet will implement a campus wide Distributive leadership playbook	Formative			Summative
	Nov	Jan	Mar	June

	30%	60%	75%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 - General Fund</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 - Title I-A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>literacy books for Parents</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
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