

**Lockhart Independent School District**  
**Clear Fork Elementary**  
**2022-2023 Campus Improvement Plan**

# 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.

## 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

## Demographics

### Demographics Summary

Clear Fork Elementary is a seventy-two 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 507 students is steadily increasing. Our Hispanic student group has shown the greatest increase in enrollment.

The campus has four student groups:

- 67% are Hispanic
- 30 % are White,
- 2% are Black
- 1% are Multi-Race

Clear Fork Elementary's student groups include:

- 25 students are receiving support/identified Emergent Bilingual
- 23 students receive support from Gifted and Talented services
- 114 students receive support from Special Education services
- 66 % are economically disadvantaged

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

- 16 out of 51 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.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 3 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork strives to create inclusive clubs such as robotics, running, dance, choir, chess and many more. Most clubs meet before school to allow bus riders the opportunity to participate.
- The teachers at Clear Fork work hard to provide rigorous, innovative instruction and authentic relationships with all students.
- The Foundational learning program provides each student with relevant 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 consistently increased the teacher retention and employee satisfaction rates.
- Clear Fork Elementary School has partnered with Texas State University as the US Prep Teacher Preparatory Site.
- Clear Fork is part of the Holdsworth Shared Leadership Team.
- Clear Fork is participating in several research projects with Texas State University and University of Texas at Austin.

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 91% attendance rate which was -2.44% lower than the 20-21 school year. This also is 6% below district expectations. **Root Cause:** The attendance rate is lower than expected due to chronic absenteeism among students who were sick and/or quarantined to to COVID or COVID-related symptoms or close contact.

# Student Learning

## Student Learning Summary

The following are grade-level and subject-area performance levels for the 21-22 STAAR test:

### 3rd Grade STAAR Reading Performance Levels:

- Approaches 84% (+20% from 2021)
- Meets 55% (+22% from 2021)
- Masters 28% (+15% from 2021)

### 3rd Grade STAAR Math Performance Levels:

- Approaches 72% (+11% from 2021)
- Meets 39% (11% from 2021)
- Masters 26% (+11% from 2021)

### 4th Grade STAAR Reading Performance Levels:

- Approaches 73% (+20% from 2021)
- Meets 50% (+17% from 2021)
- Masters 23% (+3% from 2021)

### 4th Grade STAAR Math Performance Levels:

- Approaches 70% (+18% from 2021)
- Meets 37% (+10% from 2021)
- Masters 20% (+10% from 2021)

### 5th Grade STAAR Reading Performance Levels:

- Approaches 82% (+17% from 2021)
- Meets 66% (+31% from 2021)
- Masters 47% (+20% from 2021)

### 5th Grade STAAR Math Performance Levels:

- Approaches 79% (+5% from 2021)
- Meets 46% (+3% from 2021)
- Masters 22% (-1% from 2021)

### 5th Grade STAAR Science Performance Levels:

- Approaches 71% (+5% from 2021)

- Meets 43% (+10% from 2021)
- Masters 20% (+8% from 2021)

### Student Learning Strengths

Despite the many challenges faced during the 21-22 school year, we are proud of the following gains in STAAR scores:

3rd Grade had double digit gains in each performance level (Approaches, Meets and Masters) in both Reading and Math

4th Grade had double digit gains in each performance level (Approaches, Meets and Masters) in both Reading and Math. The only exception being a +3 gain in Masters Performance Level in Reading

5th Grade had double digit gains in each performance level (Approaches, Meets and Masters) in Reading. Math grew in Approaches and Meets Performance Levels. Science grew in all 3 performance levels.

Clear Fork also received a distinction in Science and Comparative Academic Growth

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our 4th and 5th grade Hispanic students' STAAR Reading achievement and growth scores are lower than their white peers. Hispanic student STAAR Reading achievement score is 52% meet goal while White student achievement is 71%. Hispanic STAAR Reading student growth score is 85% meet goal while White student growth score is 93%. **Root Cause:** The student enrollment to students receiving Special Education services ratio is within 5 % of one another. 72% (80 out of 114) of the students receiving special education services are coded as Hispanic. 67% of enrolled students at CFE are coded as Hispanic. However, only 26% (6 out of 23) students receiving TAG (Gifted and Talented) services are coded as Hispanic.

# 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; 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 related performance, products, and presentations will be a campus goal. By ensuring all grade level skills are taught and 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, leveled readers, and district/campus assessments. Second through fifth grade focus on STAAR (3rd-5th only), I-station, RenMath and district/campus assessments. Special courses and programs such as physical education, music, art, special education, gifted and talented (GT), dyslexia, and reading and math intervention 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 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.

## School Processes & Programs Strengths

Clear Fork Elementary is proud of the our strengths of our school processes and programs such as:

1. Our students. We absolutely love each and every one of them for the talent, respect, unique perspectives and cultures...and laughter they bring each day!
2. Clear Fork Elementary is truly dedicated to being a learning community that strives to continually grow and develop the skills needed to ensure success for all students. We are currently partnering with:
  - Holdsworth Shared Leadership Program-4 Lever Leaders (1/2 classroom teacher and 1/2 instructional coach) were hired to support the instructional needs of students and teachers



- Texas State University and U.S. Prep-Clear Fork is the flagship school for the Central Texas area. This is our third year to host year-long residents. <https://www.usprepnationalcenter.com/>
- I Read 2nd-4th Grade Project with the University of Texas at Austin

3. Clear Fork's master schedule includes Reading and Math Workshop. The workshop model allows for laser-focused instruction and flexible pathways that met specific needs of all students.

4. Clear Fork has implemented inclusive systems for students receiving services in either resource/inclusion and/or Foundational Learning classes including, but not limited to community-based field trips, weekly cooking classes and daily opportunities to interact socially and academically with non-disabled peers.

5. Our teachers have a strong sense of purpose and urgency for using best instructional practices, as placed upon them by the active school community.

6. Daily safety protocols and monthly drills are part of our culture and in compliance with regulative laws.

7. Two of our teachers chose to loop up with their classes. We are already seeing the benefits of this model!

8. Clear Fork has started our weekly Pride Time each Friday morning. Every CF staff and faculty member has a K-5 family (pride). Pride because we are Clear Fork Lions. These K-5 prides will stay together through multiple school years. The goal is to build strong, multi-age friendships and connections with another member of our faculty/staff.

9. CFE was the recipient of \$14,000+ in grants last year by the LISD Education Foundation. All of the funds are currently being used to purchase items for classrooms, school grounds and supplies for our clubs.

10. While schools around the nation struggle with staffing shortages, CF has been fully staffed since the end of June. The on-going support of our school community helps us retain and recruit the most highly qualified faculty and staff.

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

**Problem Statement 1 (Prioritized):** PLC protocols are inconsistent among grade levels and teams. **Root Cause:** Typically team leaders facilitate PLCs. Lack of time to prep for PLCs due to the demands of classroom teacher responsibilities thwart efforts to fully implement PLCs. Solution was to apply to be a Holdsworth Shared Leadership Campus. CFE was selected and now we have 4 Lever Leaders/Instructional Coaches who will facilitate PLCs this year.

# 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.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 4 Lever Leaders (instructional coaches), 1 TAG (gifted and talented), 3 resource/inclusion teachers, 3 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork has a supportive, family-like staff. Clear Fork students in looping classes feel particularly close to their teacher and were excited to "meet" at the start of this school year.
- Informal parent feedback reports CFE has a strong positive reputation in the community. Clear Fork receives a high volume of transfer requests each year.
- 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 .
- Whole child needs are met by providing before and after school clubs and extra-curricular activities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Clear Fork is perceived as a neighborhood school surrounded by middle income family homes. Clear Fork is proud to serve a diverse school community of varying socioeconomic status from Maxwell to Lockhart **Root Cause:** The highly visible volume of cars and walkers overshadows the four buses that provide transportation for our students who live in Maxwell and surrounding areas. Additionally, all school events are currently held at Clear Fork Elementary. Efforts are being made to plan more school functions in Maxwell to provide easier access and build stronger relationships with all of our school community.

# Priority Problem Statements

**Problem Statement 1:** Our 4th and 5th grade Hispanic students' STAAR Reading achievement and growth scores are lower than their white peers. Hispanic student STAAR Reading achievement score is 52% meet goal while White student achievement is 71%. Hispanic STAAR Reading student growth score is 85% meet goal while White student growth score is 93%.

**Root Cause 1:** The student enrollment to students receiving Special Education services ratio is within 5 % of one another. 72% (80 out of 114) of the students receiving special education services are coded as Hispanic. 67% of enrolled students at CFE are coded as Hispanic. However, only 26% (6 out of 23) students receive g TAG (Gifted and Talented) services are coded as Hispanic.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** PLC protocols are inconsistent among grade levels and teams.

**Root Cause 2:** Typically team leaders facilitate PLCs. Lack of time to prep for PLCs due to the demands of classroom teacher responsibilities thwart efforts to fully implement PLCs. Solution was to apply to be a Holdsworth Shared Leadership Campus. CFE was selected and now we have 4 Lever Leaders/Instructional Coaches who will facilitate PLCs this year.

**Problem Statement 2 Areas:** School Processes & Programs

# 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Texas approved PreK - 2nd grade 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
- 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **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**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

# 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 2022-2023 school year, 80 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.





**High Priority**





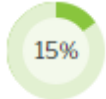



**HB3 Goal**









**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









**Next Year's Recommendation:** Continue with same performance objective. Focus on Tier 1 instruction and student growth. Add additional curricular supports.









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy: Differentiated Instruction and Flexible Grouping Using Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> 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 assessments. Tracked on Google Sheet. Additionally, 80% of students will be Tier 1 for Letter Knowledge as measured by ISIP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 36 weeks, 1st grade students will develop word structure knowledge through phonemic awareness, phonics and morphology to decode and spell. As a result, 80% of students will be able to decode CVC words as measured by common assessment. Additionally, 80% of 1st grade students will be in Tier One for (overall) as measured by ISIP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 2nd grade students will develop word structure knowledge through phonemic awareness, phonics and morphology to decode and spell. As a result, 80% of 2nd graders will score 80% mastery on a common assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of 3rd grade students will provide a comprehensive written response to a reading prompt that includes text evidence. Evaluated by grade level rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of 4th grade students will be able use context within and beyond a sentence or use print/digital resources to determine the meaning of unfamiliar words and explain their reasoning as measured by formative assessments and CBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 36 instructional weeks, of 5th grade students will be able use context within and beyond a sentence or use print/digital resources to determine the meaning of unfamiliar words and explain their reasoning as measured by formative assessments and CBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> discrete trials, whole group alphabet review, daily small group work with teacher, manipulatives, visuals, charts, letter cards, repetition</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, our focus group of students will be able to identify the printed letters of their own names receptively or expressively in 4 out of 5 trials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Resource/Inclusion Teachers, Lever Leaders, Foundational Learning and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Implement campus acceleration learning plans for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of the students who failed STAAR Reading in previous year would meet the Approaches Grade Level student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionist, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 578 663 623">  No Progress         </div> <div data-bbox="764 578 982 623">  Accomplished         </div> <div data-bbox="1083 578 1335 623">  Continue/Modify         </div> <div data-bbox="1436 578 1629 623">  Discontinue         </div> </div>				





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









**Performance Objective 1:** During the 2022-2023 school year, 70 % of K-5 Clear Fork students will make 1.5 years of growth progress in math.


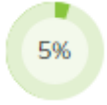
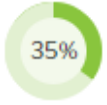





**Evaluation Data Sources:** Dreambox (Kindergarten and First Grade only)  
 Monthly Renaissance Math Assessment (2nd-5th only)  
 2022 STAAR Math  
 Reflex Math  
 Formative Assessments  
 Curriculum-based Assessments (CBAs)









**Summative Evaluation:** Met Objective









**Next Year's Recommendation:** Continue with same performance objective. Focus on Tier 1 instruction and student growth. Add additional curricular supports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end 36 instructional weeks, 80% kindergarten students will be able to count to 100 as measured by common assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of grade 1 students will be able to skip count by 10 up to 120 and count by 1 forward and backward from any given number within 120 as measured by common assessment-Seesaw.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Leaver Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of 2nd grade students will score a 3 on a common assessment; graded with a rubric. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leader and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leader and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of 4th grade students will be able to solve one- and two-step problems involving multiplication and division.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, 80% of 5th grade students will be able to add and subtract positive rational numbers as measured by formative assessments and CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists, Resource/Inclusion Teachers, Dyslexia Teacher, TAG Teacher and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 36 instructional weeks, our focus group students will be able to identify the numbers 1-10 receptively or expressively in 4 out of 5 trials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Foundational Learning Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Implement campus acceleration learning plans for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of the students who failed Math STAAR in previous year would meet the Approaches Grade Level student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionist, Resource/Inclusion Teachers, Lever Leaders and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 96% average daily attendance rate for the 2022-2023 school year.

**Evaluation Data Sources:** ADA

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Use new student analytics system to proactively intervene and increase attendance rates in 23-24.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved attendance due to stronger relational capacity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 2:** 80% of CF families will participate (in-person or virtually) in at least 1 school function during the 22-23 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

**Next Year's Recommendation:** Add a parent panel and additional leadership opportunities for parents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 Empower Hour with the Principal, and Drug and Safety Awareness classes are just a few examples.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement and improved communication with families will strengthen home-school relationships and academic connections. As a result, 1.5 reading and math goals will be met.</p> <p>Leading Indicator: Sign in sheets will be used to note and track family participation. Progress Monitoring of reading and math goals 1 and 2.</p> <p>Support: Administrators and/or counselor will reach out to parents who are not engaging in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


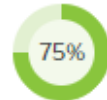





**Goal 3:** Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue Clubs, Leader in Me and other SEL initiatives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy: Students will structured movement and social-emotional learning opportunities (Leader in Me, Brain Breaks, Go Noodle). Students will also have a choice of AM and PM clubs such as: Clarion (choir), running, dance, choir, garden and Explore 4H. Leading Indicator: Beginning, Middle and End of Year Student Surveys Monitoring/Support: Daily wellness check-ins during morning meetings and Wednesday Pride Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved relational capacity, safety and overall health (emotional and physical) of students as measured by beginning, middle and end of year surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal and counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 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 22-23 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

**Next Year's Recommendation:** We will not have Texas State student teachers next year, but will focus on paraprofessionals facilitating teacher-led professional development alongside teachers.

Strategy 1 Details	Reviews					
<p><b>Strategy 1:</b> Strategy 1: Cultivate Talent and Build Personal Leadership through Teacher-Led Professional Development and Professional Learning Communities</p> <p><b>Strategy's Expected Result/Impact:</b> 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 2023. Ultimately, reading and math 1.5 goals (goals 1 and 2) will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Classroom Teacher-Lead</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative		
	Nov	Jan	Mar	June		
						
 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 2:** By the end of the 22-23, 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

**Next Year's Recommendation:** Leader in Me Core 2 "Wildly Important Goals will ensure 100% of our student complete a student-led conference by the end of the year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student Agency will increase and positively impact student achievement. for students in all student populations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers and Counselor</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	7			\$0.00
<b>Sub-Total</b>					\$0.00