

Lockhart Independent School District
Lockhart Junior High
2022-2023 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 8
- Priority Problem Statements 9
- Goals 10
 - Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth. 11
 - Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. 20
 - Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others. 25
- 2022-2023 Campus Site-Based Committee 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lockhart Junior High School currently serves 1,463 students in grades 6th-8th with the expectation of increased growth throughout the school year. LJHS has seen enrollment continually increase over the past four years. LJHS has consistent growth and is considered a fast-growing school district. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students.

The campus has three student groups that reflect most of student population.

- 78.1% of our students are Hispanic
- 17% of our students are White
- 2.7% of our students are African-American
- 72% of our students are Economically Disadvantaged
- 31% of our students are English Learners

As our population increases each year, we are receiving more students who are SPED, EL and on free/reduced lunch. Our teacher demographics do not represent our student demographics, so as a campus we are developing ways for our teachers to connect to our students and have our students connect to the school.

Our attendance data has improved but we are not where we would like to be. Last year our cumulative attendance was 96.18%. LJHS will continue to make attendance a priority and put systems and incentives in to place to increase student attendance. The campus leadership team has determined a goal and will implement attendance strategies for the 2020-21 school year including incentives for students and staff.

Demographics Strengths

At Lockhart Junior High, we believe that diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds which enriches the learning environment through sharing of the personal experiences.
2. Our EL students add cultural experiences to our school.
3. Our students are very accepting of new students regardless of race, ethnicity, or need.
4. Our staff has high expectations for themselves and our students and work hard to provide rigorous instruction for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LJHS ended the school year with a 87.59 attendance rate which is below district expectations. **Root Cause:** The COVID-19 pandemic severely impacted student attendance.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Lockhart Junior High School received the following scores:

- Student Achievement - LJHS score: 70
- School Progress - LJHS score: 72
- Closing Performance Gaps - LJHS score: 67

These scores result in LJHS receiving a 2019 Texas Accountability Met Standard rating, with an overall score of 71%.

On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches level:

Reading (6th-8th) 65%

Math (6th-Algebra I) 78%

Writing 53% Science 59% Social Studies 49%

On the 2019 STAAR, the following scores for all grades show the percentage at the Meets level:

Reading (6th-8th) 32%

Math (6th-Algebra I) 44%

Writing 26%

Science 29%

Social Studies 21%

On the 2019 STAAR, the following scores for all grades show the percentage at the Masters level:

Reading (6th-8th) 13%

Math (6th-Algebra I) 19%

Writing 10%

Science 10%

Social Studies 12%

Due to the worldwide COVID-19 pandemic, the Texas Education Agency suspended the accountability system for the 2019-2020/2020-2021 school year.

Student Learning Strengths

Lockhart Junior High has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including

High achievement on 8th grade Algebra. 100% met approaches, 100% met expectations, and 98% mastered.

We have increased the participation in our PreAP courses across all grade levels.

We have introduced three distinct math pathways:

The on-level math pathway consists of students covering on-grade level math for grades 6, 7, and 8. The PreAP math pathway consist of 6th grade students covering 7th grade math TEKS, 7th graders covering 8th grade math TEKS, and 8th graders covering Algebra I TEKS. The accelerated math pathway consists of 6th graders covering 8th grade TEKS, 7th graders covering Algebra I TEKS, and 8th graders covering geometry TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The students approaching grade-level on the 6th grade reading STAAR in 2021 was 51%. **Root Cause:** The COVID-19 pandemic impacted attendance, making it harder to teach students.

Problem Statement 2: The students approaching grade-level on the 6th grade math STAAR in 2021 was 24%. **Root Cause:** The COVID-19 pandemic impacted attendance, making it harder to teach students.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Lockhart Junior High is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint 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 twice weekly PLCs 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.

Lockhart Junior High is committed to support the whole child by providing authentic assessment tools and social/emotional curriculum to increase student academic success and self-confidence. Authentic assessments allow students to demonstrate their learning through performance, products, and presentation in regular use will be a campus goal. 7 Mindsets curriculum addresses the social emotional needs is provided every Wednesday and allows students to reflect and write critically ultimately building positive, lifelong learners. We will use RenLearn for reading and math to support individualized learning and to provide data to impact small group instruction. District checkpoints by unit (approximately every 6 weeks) will provide the teachers and campus to track student growth. PLC meetings are held after each checkpoint with administration. Teachers will keep digital data sheets to monitor their students' progress.

Instructional:

Fundamental 5 Instructional Framework - Implemented School Wide

7 Mindsets- Social, Emotional, & Learning Use of Common Assessments (District & Campus/PLC developed)

Individual student's performance by SE (Used to group students to appropriately guide instruction for differentiated learning.

RenLearn - Reading data collection, instructional support and enrichment.

RenLearn - Math data collection, instructional support and enrichment. Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (6-8), resource, emergent, Redirection and Life Skills.

Will support students identified as dyslexic by providing the Wilson reading program. Will provide supports to GT students through PreAP classes and all teachers who are teaching PreAP have received 30-hours of GT training and/or their 6 hour update.

Curricular:

The campus will implement the instructional model to implement rigorous curricula and assessments aligned with state standards, and ensuring weekly DuFour's PLC Meetings.

The campus will ensure the creation of LISD Lesson Plan and Unit Plan by successfully loading plans into the Google Drive.

The campus will implement the research-based teaching practices while utilizing the district curriculum system (TRS).

The campus will involve teachers in the utilization of local assessments to identify disparities in instructional design.

Lockhart Junior High is comprised of a diverse and inclusive faculty and staff who have a wide range of talents and skills and create a learning environment where all students and families are made to feel welcome. The environment of Lockhart Junior High is one where teachers feel supported by their teams and administration. Due to growth of our student population, two additional teaching positions, a nurse's assistant and hall monitor were added.

Personnel:

The campus will attract and retain highly qualified teachers who are aligned to the campus vision by offering solid mentoring, PLC model which provides support and ongoing awards and recognition.

The campus will treat faculty/staff as a valuable resource and provide professional development opportunities such as DuFour, Digital Technology, 7 Mindsets, along with district support.

The campus will implement collaborative structures (PLCs) to guide data driven decision making regarding instructional practices and provide collegial support.

The campus will support teacher growth (T-TESS) in the areas of planning, instruction, learning environment, and professional practice and responsibilities by providing initial training and ongoing support with goal setting meetings.

School Processes & Programs Strengths

PLC Data Conferences encouraged collaboration between administration, instructional coach, and teachers to plan for the next steps in meeting students' needs

- The master schedule and calendar maximized the amount of time spent on instruction.
- Master teachers and Instructional Coaches on campus provide professional development to staff
- Administering/Monitoring RenLearn Reading and Math for all students.
- Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.
- The processes and program strengths will ensure that every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices.
- The processes and program strengths will ensure there are high-quality teachers and staff in every classroom and throughout the school.
- Differentiated instruction for all learners.
- Created and implemented a schoolwide discipline and PBIS plan. All staff is part of the PBIS team.
- School librarian will continue a Project Lit community which will include students, parents, and community members

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: LJHS parent participation is low at campus-wide events. **Root Cause:** Campus-wide events for community members have not always been offered in Spanish. The COVID-19 pandemic prevented the campus from hosting many face-to-face events.

Perceptions

Perceptions Summary

Parents, teachers, staff and students at Lockhart Junior High take pride in their school. The administration, teachers, and staff have worked hard to create a safe and positive environment with a strong focus on academic excellence. At LJHS we do not just focus on STAAR scores. We also focus on individual student growth. Our commitment is to keep student success at the center of all actions and decisions. Every Student, Every Day, Whatever It Takes is our motto. With the continued growth of our campus we have effectively used all spaces on campus to meet the needs of students, families and staff. Lockhart Junior High strives to build positive relationships with the students and families of our students. LJHS works very hard to create a learning environment that includes all family and community members. We make every effort to communicate in English and Spanish. We are implementing a structured discipline plan and PBIS systems to help improve student outcomes both behaviorally and academically.

Perceptions Strengths

We have recruited several teachers this school year and this has allowed us to create a truly diverse teaching staff that brings a wide range of skills which will contribute to rigorous classroom instruction and high expectations for all of our students.

The LJHS staff has worked diligently to provide a smooth beginning of the year for our new students as well as our returning students.

Implemented Positive Behavior Interventions and Support (PBIS) to teach behavior, school wide expectations, ways to be a positive influence at school, and in the community.

Continuation of 7 Mindsets Increased parent communication in both English and Spanish.

A variety of family events including Veteran's Day Celebration, Science Fair, Literacy Nights, Latino Literacy, Boy and Girls Night Out and End of Year Award's Ceremony.

LJHS has an open door policy and welcomes parent input and questions This year, LHJS admin will conduct grade level meetings every 6 weeks to reiterate campus-wide behavior policies and expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LJHS ended the school year with 1,561 in-school suspension placements for the 2019-2020 school year. **Root Cause:** Lack of consistent PBIS systems and discipline expectations for students and staff.

Priority Problem Statements









Goals













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

Performance Objective 1: 80% of students will achieve 1.5 years of growth in reading.

Evaluation Data Sources: RenLearn Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support 6th-grade ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 90% of 6th-grade students will progress (do as good or better) from EOY STAAR '22 to CBA #1 and CBA #2</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit ELAR classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 75% of teachers' students meeting 1.5 years of growth in reading by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet 3-5 X per week to review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: PLCs will show growth on the utilization of DuFour's PLC model</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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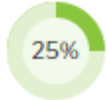











Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 2: 75% of students will show academic growth on STAAR reading.

Evaluation Data Sources: STAAR Growth Measure

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support ELAR teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teachers will visit classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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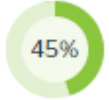
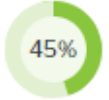





Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher will be supported through a coaching conversation focused on a mutual area of growth.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting growth measures on reading STAAR by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Admin, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet 4-5 days weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting growth measures on reading STAAR by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair, ELAR Department Admin, Campus Principal, ELAR Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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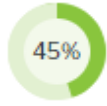






Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 3: 80% of students will achieve 1.5 years of growth in math.

Evaluation Data Sources: RenLearn Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers to hit proficient or better on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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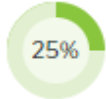







Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 70% of students meeting 1.5 years of growth in math by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet 3-5 weekly to review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: PLCs will show growth on the utilization of DuFour's PLC model</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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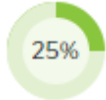











Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 4: 75% of students will show academic growth in STAAR math.

Evaluation Data Sources: STAAR Growth Measure

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Department admin will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Department lead teacher will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of LJHS teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of strength and opportunity, differentiation, and leveraging technology.</p> <p>Strategy's Expected Result/Impact: 75% of teachers' students meet the growth measure on math STAAR by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Math Department Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: PLCs will meet weekly and review student data and develop strategies to support student growth.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meet the growth measures on math STAAR by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Math Department Chair, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.

Performance Objective 5: The campus will use a the ESL instructional framework as well as Sheltered Instruction strategies for developing speaking, listening, reading and writing.

Evaluation Data Sources: TEPAS Assessment










Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will be trained to utilize one high yield strategy, QSSA, during classroom instruction. Strategy's Expected Result/Impact: 5% increase on the 2022-2023 TELPAS composite results Staff Responsible for Monitoring: LPAC Administrator, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: The campus will utilize differentiation strategies to support students receiving special education services and show academic growth.

Evaluation Data Sources: STAAR Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Reading at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Math at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: LJHS students will engage in safe behaviors at school

Evaluation Data Sources: Discipline data, Panorama Survey

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with consistent behavioral expectations and consequences. Provide preventive support to students who need it (Leader in Me, SEL).

Strategy 1 Details	Reviews			
<p>Strategy 1: Each advisory or class will create a mission statement of habits. Strategy's Expected Result/Impact: 5% increase in students feeling safe from BOY Panorama survey to EOY panorama survey. Staff Responsible for Monitoring: Teachers, Counselors, Admin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will see a 10% drop in student fights from the 2022-2023 school year. Strategy's Expected Result/Impact: 5% increase in students feeling safe from BOY Panorama survey to EOY panorama survey. Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: LJHS will see a 10% drop in students skipping class with an additional hall monitor. Strategy's Expected Result/Impact: 10% drop of students skipping class. Staff Responsible for Monitoring: Campus Administration, Campus Hall Monitor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: LJHS Admin will use a consistent disciplinary maxtrix when making disciplinary decisions</p> <p>Strategy's Expected Result/Impact: 5% decrease in students feeling that consequences are implemented fairly from the beginning of the year discipline survey to end-of-year discipline survey.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: LJHS students will engage in Leader in Me 7 Habits of social-emotional learning on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 60% of students demonstrating positive feelings, as indicated by the EOY Panorama Survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Communities in Schools Program Manager</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 2: LJHS students will engage in activities that increase school involvement.

Evaluation Data Sources: Attendance data, number of students participating in pre-athletics, athletics clubs, band, crafts, NJHS, etc...

Summative Evaluation: Met Objective

Next Year's Recommendation: Most students are involved but we need to be more strategic in identifying those students whom are not involved in some sort of activity. Then find out what their interests are.

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will implement a consistent attendance monitoring program that focuses on rewarding positive student attendance while decreasing chronic absenteeism</p> <p>Strategy's Expected Result/Impact: 96% attendance every grading cycle.</p> <p>Staff Responsible for Monitoring: Attendance Committee, Administrator, Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will see a 5% enrollment increase in extracurricular programs during the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: LJHS students engaging in extracurricular activities will increase and show a decrease in disciplinary incidents.</p> <p>Staff Responsible for Monitoring: Campus Principal, Athletic Coordinators, Lead Teachers, Sponsors, Ace Director etc...</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				





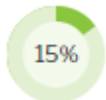


Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.









Performance Objective 3: LJHS parents will continue to support their child's educational endeavors

Evaluation Data Sources: Attendance at parental involvement events

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Create a Parent Engagement Committee that will provide a variety of opportunities for parents to play an active role in their child's education, such as math nights and literacy nights etc...

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will work to communicate parental engagement opportunities through parent square and through other communication methods</p> <p>Strategy's Expected Result/Impact: Support parental involvement initiatives that result in an increase in parental engagement.</p> <p>Staff Responsible for Monitoring: Campus Principal, Executive Director of Communications</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: LJHS will provide opportunities for students to be in leadership roles.</p> <p>Strategy's Expected Result/Impact: At least 40% of walkthroughs students are observed in some type of leadership role.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers, Coaches, and District staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: LJHS will host multiple parental involvement events during the 2022-2023 school year including 6th Grade Orientation, Open House, Elective Showcase / Course Offerings Information Session, student led conferences for 6th grade students, NJHS induction ceremonies, science fair, and ESL parent night.</p> <p>Strategy's Expected Result/Impact: Involve parents in the educational experiences of their children once a semester; increase the amount of parents on campus.</p> <p>Staff Responsible for Monitoring: Campus administration, Parent Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

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

Evaluation Data Sources: T-TESS Evaluations

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: An interest survey needs to go out during in-service to determine teacher's interests.

Strategy 1 Details	Reviews			
<p>Strategy 1: Every teacher will meet with their T-TESS appraiser once every 9 weeks for strategic coaching and support focused on teachers' student and professional growth goals.</p> <p>Strategy's Expected Result/Impact: Teachers meeting their T-TESS student and professional growth goals</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
		 80%	 85%	
 No Progress  Accomplished  Continue/Modify  Discontinue				













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

Performance Objective 2: LJHS will support mentor teachers through strategic planning and support meetings once a month.

Evaluation Data Sources: New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: In the upcoming school year this needs to be planned and placed on the calendar at the beginning of the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: LJHS will support new to profession teachers by continuing its new-to-profession induction program that meets once a month</p> <p>Strategy's Expected Result/Impact: New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: New to profession teachers will engage in quarterly learning walks.</p> <p>Strategy's Expected Result/Impact: New to profession teachers learning about LJHS instructional structures and systems.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs, mentor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


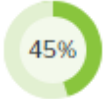






Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.









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

Evaluation Data Sources: Individual coaching and support meetings.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Send out an interest survey to find out areas where teachers would like to be more involved or find out areas in which they would like a leadership role.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will be trained and mentored on how to effectively support teachers in their departments. Strategy's Expected Result/Impact: Campus engagement survey results indicating that teachers felt that they received timely feedback and felt supported by instructional leaders. Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher leaders will provide their department's teachers with instructional feedback utilizing a specific teacher-leader feedback tool. Strategy's Expected Result/Impact: Department chairs providing meaningful feedback to teachers in their department once a week Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 75% of core-content PLCs will be teacher led by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Develop instructional leadership capacity in teachers.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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<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>				

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Karen Nixon	Principal
Administrator	Cristina Vazquez	Associate Principal
Classroom Teacher	Courtney Ramirez	Teacher
Classroom Teacher	Jeffrey Baker	Teacher
Classroom Teacher	Patricia Barrientos	Teacher
Non-classroom Professional	Colette Ruppert	Counselor
Classroom Teacher	Juliana Riecss	Teacher
Classroom Teacher	Ann Valdespino	Teacher
Classroom Teacher	Jana Tafoya	Teacher
Classroom Teacher	Teara Duranleau	Teacher
Classroom Teacher	Kristin Everhart	Teacher
Business Representative	Carrie Smith	Business Representative
Parent	Lisa Goerlitz	Parent Representative