

Lockhart Independent School District
Alma Brewer Strawn Elementary
2023-2024 Formative Review with Notes

Table of Contents

Goals 3

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. 3

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders. 11

Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others. 14

Goals



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

Performance Objective 1: During the 2023-2024 school year, 85% of students in grades K-5 will reach on or above reading level based on DRA measurrments (growth will be measured from the baseline reading levels will be set in October 2023 fluency check)

Evaluation Data Sources: DRA records, Istation data, checkpoint data and running records data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The admin team recommends to have both strategies be implemented next school year. Both strategies have supported teacher development which has resulted in student progress.

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will meet during Professional Learning Communities (PLCs) and Lesson Plan Reviews (LPRs) to analyze student data and discuss instructional methods that will address student progress and goals.</p> <p>Strategy's Expected Result/Impact: Principal will monitor and provide feedback on weekly lesson plans. Administrators will conduct walkthroughs to monitor implementation and progress. Teachers will collect student evidence to show student progress and presented the evidence in PLCs and discussed through Lesson Plan Reviews. This data will be uploaded and collected in a google folder to support their progress.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Grijalva 3rd-5th Assistant Principal, Joanna Villarreal K-2nd</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	<div data-bbox="1283 716 1377 846"> <p>Nov</p>  </div> <p>November Evidence of Progress</p> <p>Lever Leaders and administrators made modifications to the PLC and LPR calendar based on teacher feedback. The Lever Leaders were assigned to facilitate PLCs for grades K-2nd and administrators were going to support grades 3rd-5th since only one set of Lever Leaders were allocated for this school year. Calendar, norms and expectations were communicated with all grade levels. One Lever Leader left on FMLA in Oct. to Dec. therefore having the other Lever Leader support all three grade levels with support from the administrators.</p> <p>The first two PLC/LPR cycles were facilitated in October and November. Both cycles focused on TEKS students were struggling with and determining the reading levels of students in all grades. Training</p> <div data-bbox="1283 1263 1377 1393"> <p>Jan</p>  </div> <p>January Evidence of Progress</p> <p>PLC/LPR cycles three and four were facilitated between November and January. The cycles focused on foundational skills; Kinder - letter identification and letter sounds 1st grade - triangulating ISIP, Amplify and Fluency check data</p>

2nd grade - triangulating ISIP, Amplify and Fluency check data
 3rd grade - TEKS 3.7C - supporting answers with text evidence
 4th grade - TEKS 4.6G - How to evaluate details read to determine key ideas.
 5th grade - TEKS 5.11C- Revise drafts to improve sentence structure



March Evidence of Progress

PLC/LPR cycles three and four were facilitated between February and March. The cycles focused on foundational skills;
 Kinder - small group lesson on phonics (blending/reading)
 1st grade - aligning intervention goals with small group instruction
 2nd grade - aligning intervention goals with small group instruction
 3rd grade - monitoring writing plan / spiraling TEKS
 4th grade - monitoring writing plan / spiraling TEKS
 5th grade - monitoring writing plan / spiraling TEKS



June Evidence of Progress

Teachers consistently meet every week during PLCs and LPRs to discuss lesson delivery, student data and create action plans to address the needs of all students. Alternating of Lesson Plan Reviews and Professional Learning Communities has helped improve student outcomes. Although we accomplished this strategy, we will continue to utilize it in the coming school year to continue teacher development and student growth.

Strategy 2 Details

Strategy 2: Teachers will implement Fundamental Five and differentiation strategies during core instruction and small groups in reading. By the end of the year, K-5 teachers will implement 85% of proficiency or above in all strategies.

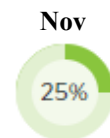
Strategy's Expected Result/Impact: Fundamental 5 walkthrough data will meet proficiency or above for all strategies by the end of the year.

Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Joanna Villarreal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Reviews



November Evidence of Progress

The following is the progress on reaching our goal of 85% of teachers reaching proficient or above in all Fundamental five and differentiation strategies during reading from September to November 2023.
 Fundamental Five
 Power Zone - 83%
 Lesson Frames - 89%
 Recognize & Reinforce - 72%
 FSGPT - 58%
 Critical Write - 69%

- - Additional Targeted Support Strategy

Differentiation Strategies

Sentence Stem - 61%

Visuals - 14%

Flexible Grouping - 36%

Jan



January Evidence of Progress

The following is the progress on reaching our goal of 85% of teachers reaching proficient or above in all Fundamental five and differentiation strategies during reading from December to January 2023.

Fundamental Five

Power Zone - 95%

Lesson Frames - 87%

Recognize & Reinforce - 95%

FSGPT - 56%

Critical Write - 74%

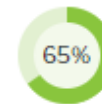
Differentiation Strategies

Sentence Stem - 35%

Visuals - 91%

Flexible Grouping - 78%

Mar



March Evidence of Progress

The following is the progress on reaching our goal of 85% of teachers reaching proficient or above in all Fundamental five and differentiation strategies during reading from February to March 2024.

Fundamental Five

Power Zone - 97%

Lesson Frames - 90%

Recognize & Reinforce - 92%

FSGPT - 72%

Critical Write - 75%

Differentiation Strategies

Sentence Stem - 52%

Visuals - 89%

Flexible Grouping - 89%

June



June Evidence of Progress


Significant progress was made during the year but the goal was not met.


The following is the progress on reaching our goal of 85% of teachers reaching proficient or above in all Fundamental five and differentiation strategies during


reading from end of the 2023-24.

Fundamental Five
Power Zone - 96%
Lesson Frames - 91%
Recognize & Reinforce - 86%
FSGPT - 60%
Critical Write - 78%

Differentiation Strategies
Sentence Stem - 46%
Visuals - 91%
Flexible Grouping - 81%

 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 2: During the 2023-2024 school year, 85% of students in kinder and first will complete 5 or more Dreambox lessons per week.

Evaluation Data Sources: Dreambox program

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The admin team recommends to have both strategies be implemented next school year. Both strategies are good indicators of student progress.

Strategy 1 Details	Reviews
<p>Strategy 1: Students in K-1st will complete an average of six Dreambox lessons in a week.</p> <p>Strategy's Expected Result/Impact: Teachers in K-1st will review weekly reports to ensure students are meeting their required weekly lessons.</p> <p>Staff Responsible for Monitoring: Grade level Team Lead</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	<p>Nov November Evidence of Progress</p>  <p>Average of students completing six Dreambox lessons per week from August - November. Kinder - 4.1 lessons per week First grade - 5.5 lessons per week</p> <p>Jan January Evidence of Progress</p>  <p>Average of students completing six Dreambox lessons per week from December - January. Kinder - 3.3 lessons per week First grade - 5.2 lessons per week</p> <p>Mar March Evidence of Progress</p>  <p>Average math lessons completed by grade level per week for the months of February - March. Kinder - 4.6 lessons per week First grade - 4.8 lessons per week</p> <p>June June Evidence of Progress</p>  <p>Significant progress was made to reach this yearly goal.</p> <p>Average math lessons completed by grade level per week for the months of Kinder - 4.2 lessons per week First grade - 5.8 lessons per week</p>
Strategy 2 Details	Reviews
<p>Strategy 2: K-5 teachers will provide small group instruction in math to students by implementing fundamental five and differentiated instructional strategies at 85% proficient or higher based on walkthrough data.</p> <p>Strategy's Expected Result/Impact: Fundamental 5 walkthrough data will meet proficiency or above for all strategies by the end of the year.</p>	<p>Nov November Evidence of Progress</p>  <p>The following is the progress on reaching our goal of having K-5 teachers implement Fundamental Five and differentiation strategies at 85% proficient or above for September to November.</p>

Staff Responsible for Monitoring: Arizbeth Ramirez

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Fundamental Five
Power Zone - 100%
Lesson Frames - 97%
Recognize & Reinforce - 79%
FSGPT - 48%
Critical Write - 86%

Differentiation Strategies
Sentence Stem - 27%
Visuals - 90%
Flexible Grouping - 72%

Jan



January Evidence of Progress

The following is the progress on reaching our goal of having K-5 teachers implement Fundamental Five and differentiation strategies at 85% proficient or above for December to January.

Fundamental Five
Power Zone - 93%
Lesson Frames - 85%
Recognize & Reinforce - 78%
FSGPT - 64%
Critical Write - 79%

Differentiation Strategies
Sentence Stem - 24%
Visuals - 93%
Flexible Grouping - 86%

Mar



March Evidence of Progress

The following is the progress on reaching our goal of having K-5 teachers implement Fundamental Five and differentiation strategies at 85% proficient or above for February to March.

Fundamental Five
Power Zone - 93%
Lesson Frames - 93%
Recognize & Reinforce - 80%
FSGPT - 47%
Critical Write - 73%

Differentiation Strategies
Sentence Stem - 73%
Visuals - 93%
Flexible Grouping - 80%

June



June Evidence of Progress

Significant progress was made during the year but the goal was not met.

The following is the progress on reaching our goal of having K-5 teachers implement Fundamental Five and differentiation strategies at 85% proficient or above for 2023-24 school year.

Fundamental Five

Power Zone - 97%

Lesson Frames - 80%

Recognize & Reinforce - 80%

FSGPT - 56%

Critical Write - 80%

Differentiation Strategies

Sentence Stem - 38%

Visuals - 92%

Flexible Grouping - 79%

Strategy 3 Details

Strategy 3: 85% of students in grades 2nd-5th will demonstrate 1.5 years growth in math using the RenMath program.

Strategy's Expected Result/Impact: RenMath student report will track 1.5 growth

Staff Responsible for Monitoring: Arizbeth Ramirez

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

- Targeted Support Strategy

Reviews

Nov



November Evidence of Progress

September - StarRen Math was established as the benchmark for the school year.
In grades 2nd - 5th, percent of students who reached their 1.5 goal by month.
October - 65%
November - 59%

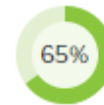
Jan



January Evidence of Progress

In grades 2nd - 5th, percent of students who reached their 1.5 goal by month.
October - 65%
November - 59%
December - 66%
January - RenMath test was not administered

Mar



March Evidence of Progress

In grades 2nd - 5th, percent of students who reached their 1.5 goal by month.
October - 65%
November - 59%
December - 66%
January - RenMath test was not administered
February - 57%
March -63%

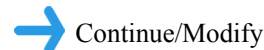
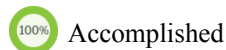
June



June Evidence of Progress

Significant progress was made during the year but the goal was not met.
In grades 2nd - 5th, percent of students who reached their 1.5 goal by month.

October - 65%
November - 59%
December - 66%
January - RenMath test was not administered
February - 57%
March -63%
April - 62%
May -64%



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: The ABS Lighthouse team will implement phase two of the Leader In Me program focusing and increase student leadership opportunities.






Evaluation Data Sources: Increase leadership opportunities for students

Four additional student clubs will be offered for student to take leadership roles (ABS Vets, Assembly Facilitators, Campus Greeters, News Paper Crew)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The admin team recommends to have the three strategies be implemented next school year.

Strategy 1 Details	Reviews
<p>Strategy 1: Teachers will implement Leader In Me lessons to develop students' self-awareness and discover leadership potential.</p> <p>Strategy's Expected Result/Impact: Generate Leader In Me teacher report indicating the progress and monitoring of lessons implemented. Create student leadership opportunities where students take a greater lead in school functions/events</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Counselor, Maria Tamez Lighthouse Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Teachers were provided with second phase training in the Leader in Me program. Second phase focused on developing a lighthouse team and providing leadership opportunities for students and staff.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to support student leadership opportunities in their classrooms and at campus level. All teachers implement the LIM lessons on at least one time during the week.</p> <p>Mar March Evidence of Progress</p> <p> Teachers continued to implement LIM lessons on a weekly basis. Teachers connected student academic monitoring folders to the seven habits to reinforce these habits. In support of these efforts, students were being "Proactive" in completing their work and setting their academic goals as they "Begin with the end in mind." Setting priorities in completing their work was reinforced by the "Put first things first" habit.</p> <p>June June Evidence of Progress</p> <p> The overall utility of the seven habits was implemented by our teachers and staff. The LIM lessons supported many of the goals set forth by their teachers.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Student attendance will increase between 2% points every month until we meet the districts overall goal of 97% attendance by the end of the year (Last years overall attendance was at 94%)</p> <p>Strategy's Expected Result/Impact: Baseline will be the attendance percentage for the month of September 2023 Monthly attendance report</p> <p>Staff Responsible for Monitoring: Monica Beltran (campus PEIMS coordinator)</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Average attendance for the moths of... September - 95% October - 93%</p> <p>Jan January Evidence of Progress</p> <p> Average attendance for the moths of... November - 93% December - 90% January - 92%</p> <p>Mar March Evidence of Progress</p> <p> Average attendance for the moths of... November - 93% December - 90% January - 92% February - 93% March - 94%</p> <p>June June Evidence of Progress</p> <p> Average attendance for the moths of... November - 93% December - 90% January - 92% February - 93% March - 94% April - 94% May - 93%</p> <p>Overall attendance rate for the 2023-24 school year - 94%</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Lighthouse team will increase student leadership opportunities in the following areas; students planning and facilitating parts of campus assemblies, mentoring students in lower grades, and improving campus culture.</p> <p>Strategy's Expected Result/Impact: Student participating in assemblies Upper grade students mentoring students in lower grades Students tending to campus environment/culture</p> <p>Staff Responsible for Monitoring: Mrs. Hinkley (Librarian) Mrs. Nguyen (PE Coach)</p> <p>TEA Priorities: Improve low-performing schools</p>	<p>Nov November Evidence of Progress</p> <p> The Lighthouse team has created the following clubs and expanded leadership opportunities for students at ABS Elementary.</p> <ul style="list-style-type: none"> - 4-5 students assist in planning, setting up and organizing monthly assemblies - Students in Student Council lead the ABS Chant during assemblies - ABS Vets: 4-7 students in grades 3rd-4th assist in caring for the two bunnies who live in the Reading Space in front of the library.

- ESF Levers:
Lever 3: Positive School Culture

Jan



January Evidence of Progress

In addition to the leadership opportunities for students listed above, the lighthouse team has incorporated more students to participate in the monthly assemblies. The Student Council presented a vision on what changes need to happen to the principal and staff. Student voice and parent input was critical in raising awareness for shaded playgrounds. A grant of \$75K was submitted and recently awarded by the St. David's Foundation to support this need. New shaded canopies will be installed this Spring.

Mar



March Evidence of Progress

During our CareerSymposium, a large group of students were involved with the planning and facilitation of the event. There were eighteen guests who attended the Career symposium representing various careers. A group of students were assigned to assist in this event. The following were the areas students were able to assist during the event.

- greeting guest with hand shake
- tour of the campus
- introduce each guest during the symposium
- share interesting facts of the career during the symposium
- provided a gift to all guest

June



June Evidence of Progress

Teachers sponsored additional clubs and provided opportunities where students demonstrated their leadership abilities throughout the school year. These opportunities fostered a welcoming environment and encouraged other students to get involved in caring for themselves, others and our school.

In May, our student council was recognized by the TEPSA Organization and was awarded the 2024 TEPSA Student Leadership Award.

No Progress

Accomplished

Continue/Modify

Discontinue





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









Performance Objective 1: ABS will build teacher capacity by embracing leadership opportunities for all staff.

Evaluation Data Sources: Identification of high potentials and emerging leaders participating in furthering their education
Assigning duties aligned with their professional development goals
Professional development led by staff, campus surveys, leadership team surveys, planning community events.

Summative Evaluation: Met Objective

Next Year's Recommendation: The performance objective goal was met. The increase in identification of Emergent Bilingual students will continue to be part of the campus efforts to ensure equity within the program.

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Edna Martinez & Stephanie Guajardo (Lever Leaders) Mentors of new to profession</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -</p>	<p>Nov November Evidence of Progress</p> <p> Each new teacher to the profession has been assigned a mentor. Mentors and mentees have attended the mandatory district training in August. Mentors are meeting with each new teacher on a weekly basis. Mentors complete their log to indicate levels of support and progress in mentorship. Principal and assistant principal regularly check in with new teachers to check on their areas of needs and growth.</p> <p>Jan January Evidence of Progress</p> <p> New to profession teachers continue to meet regularly to support their development with their assigned mentors. A new professional teacher was hired in January to replace an interventionist who was placed as a third grade teacher at the beginning of the year due to an unfilled position.</p> <p>Mar March Evidence of Progress</p> <p> Mentors have continued to support new professional teachers these months. Administrators have monitored the progress of their monthly meetings through discussions, check-ins and documentation with mentees and mentors.</p> <p>June June Evidence of Progress</p> <p> The overall support system provided to the new to profession teachers has been a multi layered approach. Although a new to profession teacher is assigned a mentor, they have their grade level team to support them as well. The lever leaders provide a different type of support focused on instructional development. Administrators support their immediate needs and have conversations on their future and aspirations.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: ABS teachers will help identify and subsequently increase the number of emerging bilingual students who can participate in the TAG program.</p> <p>Strategy's Expected Result/Impact: Attend TAG training sessions for identifying students, increase certified TAG certifications</p> <p>Staff Responsible for Monitoring: TAG Teacher - Sheila Mulbry</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	<p>Nov November Evidence of Progress  Mrs. Mulbry provided GT training to all staff (including paras) focusing on the needs of ABS students. The goal to identify and increase the number of students serviced in the GT program was presented during the training.</p> <p>Jan January Evidence of Progress  There are 26 new students recommended for GT testing. Of those, 17 are emergent bilingual students. Testing has not been completed as of January.</p> <p>Mar March Evidence of Progress  Selection committee met to select those students who met the criteria to be identified as GT. Per Mrs. Mulbry, students continue to be tested for GT at this time.</p> <p>June June Evidence of Progress  Of the 26 students recommended to be tested for GT, only 22 of them were tested and 4 were not. Of the 22 students tested, 13 were Emergent Bilinguals and 9 were non-Emergent Bilinguals. Of the 22 students, only 7 qualified for GT services (3 Emergent Bilinguals and 4 non-Emergent Bilinguals).</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	