

Lockhart Independent School District
Clear Fork Elementary
2023-2024 Formative Review with Notes

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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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 2023-2024 school year, 80 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading. During the 22-23 school year, 58% of K-5 students reached their 1.5 goal. Kindergarten is our priority grade as only 44% of kindergarten students reached their 1.5 goal during the 22-23 school year.

HB3 Goal

Evaluation Data Sources: ISIP Reports

2024 STAAR Reading

District Assessments

Running Records

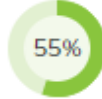


Anecdotal Notes

Formative Assessments

Curriculum-based Assessments (CBAs)

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Rewrite goal to align with needs according to EOY assessments.

Strategy 1 Details	Reviews
<p>Strategy 1: Strategy: Differentiated Instruction and Flexible Grouping Using Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 80% of Kindergarten students will be able to Identify 31 uppercase/lowercase letter sounds, including long and short vowel sounds as measured by common assessments. Additionally, 80% of students will be Tier 1 for Letter Sound as measured by ISIP.</p> <p>Staff Responsible for Monitoring: Lauren Dodd-Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of the 1st 9 weeks, 51/77=66% of Kindergarten students were able to identify the sounds of (a, m, s, t, p, f) uppercase/ lowercase letters as measured by common assessment.</p> <p>Jan January Evidence of Progress</p> <p>By the end of the 18th weeks, 79% of Kindergarten students are able to identify the sounds of (a,m,s,t,p,f,i,n,o,d,c,u) 12 uppercase/ lowercase letters as measured by common assessment.</p> <p>Mar March Evidence of Progress</p> <p> By the end of the 27th weeks, 81% of Kindergarten students are able to identify the sounds of (a,m,s,t,p,f,i,n,o,d,c,u,g,b,e,s,k,h) 18 uppercase/ lowercase letters as measured by common assessment.</p> <p>June June Evidence of Progress</p> <p> By the end of the 36 weeks, 88% of Kindergarten students are able to Identify the sounds of (a,m,s,t,p,f,i,n,o,d,c,u,g,b,e,s,k,h,r,l,w,j,y,x,q,v,c) 26 uppercase/ lowercase letters as measured by common assessment.</p>

Strategy 2 Details

Strategy 2: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction

Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 1st grade students will write a complete sentence using correct capitalization and ending punctuation and subject/verb agreement. As a result, 70% of students will be able to write a complete sentence to explain their thinking in a particular subject as measured by writing portfolio entries. Additionally, 80% of 1st grade students will be in Tier 1 as measured by ISIP Overall Score.

Staff Responsible for Monitoring: Holly Prine-Team Leader

Title I:

2.4, 2.5, 2.6, 4.1

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Reviews

Nov



November Evidence of Progress

By the end of 9 instructional weeks, 1st grade students are able to write a complete sentence using correct capitalization and ending punctuation and subject/verb agreement. As a result, 26/75= 35% of students were able to write a complete sentence to explain their thinking in a particular subject as measured by writing portfolio entries. Additionally, 45% of 1st grade students are in Tier 1 as measured by ISIP Overall Score.

Jan



January Evidence of Progress

By the end of 18 instructional weeks, 1st grade students are able to write a complete sentence using correct capitalization and ending punctuation and subject/verb agreement. As a result, 54% of students are able to write a complete sentence to explain their thinking in a particular subject as measured by writing portfolio entries. Additionally, 47% of 1st grade students will be in Tier 1 as measured by ISIP Overall Score.

Mar



March Evidence of Progress





By the end of 27 instructional weeks, 1st grade students are able to write a complete sentence using correct capitalization and ending punctuation and subject/verb agreement. As a result, 41% of students are able to write a complete sentence to explain their thinking in a particular subject as measured by writing portfolio entries. Additionally, 45% of 1st grade students will be in Tier 1 as measured by ISIP Overall Score.



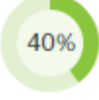

June

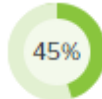









June Evidence of Progress






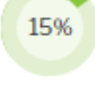

By the end of 36 instructional weeks, 1st grade students are able to write a complete sentence using correct capitalization and ending punctuation and subject/verb agreement. As a result, 54% of students are able to write a complete sentence to explain their thinking in a particular subject as measured by writing portfolio entries. Additionally, 41% of 1st grade students will be in Tier 1 as measured by ISIP Overall Score.

Strategy 3 Details	Reviews
<p>Strategy 3: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 2nd grade students will read grade-level text with fluency, thus improving reading comprehension. As a result, 80% of 2nd graders will score Tier 1 on Text Fluency in Istation.</p> <p>Staff Responsible for Monitoring: Michelle Stephenson-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Goal: By the end of 9 instructional weeks, 2nd grade students will read grade-level text with fluency, thus improving reading comprehension. As a result, 32/87=37% of 2nd graders scored Tier 1 on Text Fluency in Istation.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 2nd grade students are reading grade-level text with fluency, thus improving reading comprehension. As a result, 28% of 2nd graders scored Tier 1 on Text Fluency in Istation</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 2nd grade students are reading grade-level text with fluency, thus improving reading comprehension. As a result, 47% of 2nd graders scored Tier 1 on Text Fluency in Istation</p> <p>June June Evidence of Progress</p> <p> By the end of 27 instructional weeks, 2nd grade students are reading grade-level text with fluency, thus improving reading comprehension. As a result, 48% of 2nd graders scored Tier 1 on Text Fluency in Istation</p>


Strategy 4 Details	Reviews
<p>Strategy 4: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: 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, tracked with Google Sheet.</p> <p>Staff Responsible for Monitoring: Nicky Lawrence-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 20% At the end of 9 instructional weeks, 21% of 3rd grade students are able to provide a comprehensive written response to a reading prompt that includes text evidence (scoring a 3 on the grade level rubric) and 4% are able to further that response to include explanation (scoring a 4 on the grade level rubric).</p> <p>Jan January Evidence of Progress</p> <p> 30% By the end of 18 instructional weeks, 29% of 3rd grade students are able to provide a comprehensive written response to a reading prompt that includes text evidence, measured using a grade level rubric and tracked biweekly on google sheets.</p> <p>Mar March Evidence of Progress</p> <p> 40% By the end of 27 instructional weeks, 39% of 3rd grade students are able to provide a comprehensive written response to a reading prompt that includes text evidence, measured using a grade level rubric and tracked biweekly on google sheets.</p> <p>June June Evidence of Progress</p> <p> By the end of 36 instructional weeks, 43% of 3rd grade students are able to provide a comprehensive written response to a reading prompt that includes text evidence, measured using a grade level rubric and tracked biweekly on google sheets.</p>


Strategy 5 Details	Reviews
<p>Strategy 5: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: 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. 4.3B</p> <p>Staff Responsible for Monitoring: Kayla Garcia-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 45% By the end of 9 instructional weeks, 36% of 4th grade students are 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>Jan January Evidence of Progress</p> <p> 40% By the end of 18 instructional weeks, 34% of 4th grade students are 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>Mar March Evidence of Progress</p> <p> 45% By the end of 27 instructional weeks, 43 % of 4th grade students are 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>June June Evidence of Progress</p> <p> By the end of 36 instructional weeks, 60% of 4th grade students are 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. 4.3B</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of the 36 instructional weeks, 80% of 5th grade students will be able to use text evidence to support an appropriate response as measured by formative assessments, CBAs, and benchmark.</p> <p>Staff Responsible for Monitoring: Kayla Garcia-Lever Leader</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of the 9 instructional weeks, 57% of 5th grade students are able to use text evidence to support an appropriate response as measured by formative assessments, CBAs, and benchmark.</p> <p>Jan January Evidence of Progress</p> <p> By the end of the 18 instructional weeks, 54% of 5th grade students are able to use text evidence to support an appropriate response as measured by formative assessments, CBAs, and benchmark.</p> <p>Mar March Evidence of Progress</p> <p> At the end of the 27 instructional weeks, 70% of 5th grade students will be able to use text evidence to support an appropriate response as measured by formative assessments, CBAs, and benchmark.</p> <p>June June Evidence of Progress</p> <p> the end of the 36 instructional weeks, 80% of 5th grade students will be able to use text evidence to support an appropriate response as measured by formative assessments, CBAs, and benchmark.</p>

Strategy 7 Details	Reviews
<p>Strategy 7: discrete trials, whole group alphabet review, daily small group work with teacher, manipulatives, visuals, charts, letter cards, repetition</p> <p>Strategy's Expected Result/Impact: 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. tracked on google sheets</p> <p>Staff Responsible for Monitoring: Sonya Teves-Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of the 1st 9 weeks, 40% of FL kindergarten students are able to identify 2 printed letters of their own names receptively or expressively in 4 out of 5 trials.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 weeks, 60% of FL kindergarten students are able to identify 4 printed letters of their own names receptively or expressively in 4 out of 5 trials.</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 weeks, 80% of FL kindergarten students are able to identify 4 printed letters of their own names receptively or expressively in 4 out of 5 trials.</p> <p>June June Evidence of Progress</p> <p> At the end of 36 instructional weeks, our focus group of students are able to identify the printed letters of their own names receptively or expressively in 4 out of 5 trials</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Implement campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed STAAR Reading in previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Administrators-Rebecca Leonard and Jillian Powell</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 16% of the 4th and 5th grade students who did not pass Reading STAAR in 22-23 reached approaches on CBA 1</p> <p>Jan January Evidence of Progress</p> <p> 19% of the 4th and 5th grade students who did not pass Reading STAAR in 22-23 reached approaches on CBA 2</p> <p>Mar March Evidence of Progress</p> <p>Use Benchmark Scores-1416 Tracker Sheet</p> <p>June June Evidence of Progress</p> <p> Will continue to implement accelerated learning plans for Ss in the 2024-2025 school year for Ss who did not meet approaches on STAAR for the 2023-2024 school year (for incoming 4th and 5th graders).</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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, 75 % of 2-5 Clear Fork students will make 1.5 years of growth progress in math. As a campus, we reached our goal of 70% of 2-5 students reached their 1.5 goal. 2nd grade is our priority grade as they fell short of the goal with 67% reaching their 1.5 goal.





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: Significant progress made toward meeting Objective

Next Year's Recommendation: Rewrite goal based on EOY assessments.

Strategy 1 Details	Reviews
<p>Strategy 1: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% Kindergarten students will be able to count to 100 as measured by common assessment. Tracked in Google Sheets.</p> <p>Staff Responsible for Monitoring: Lauren Dodd-Team Leader</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of 9 instructional weeks, 90% of Kindergarten students are able to count to 25 as measured by common assessment.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 89% of Kindergarten students are able to count to 50 as measured by common assessment.</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 60% of Kindergarten students will be able to count to 75 as measured by common assessment. Tracked in Google Sheets. 75/85=89%</p> <p>June June Evidence of Progress</p> <p> By the end of 36 instructional weeks, 80% Kindergarten students will be able to count to 100 as measured by common assessment. Tracked in Google Sheets. 77/84=92%</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: 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. Google Sheet Tracker</p> <p>Staff Responsible for Monitoring: Holly Prine-Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<div data-bbox="1281 121 1995 276"> <p>Nov November Evidence of Progress</p>  <p>By the end of 9 instructional weeks, 99% of grade 1 students are able to count by 1 forward and 82% backward from any given number within 20 as measured by common assessment.</p> </div> <div data-bbox="1281 300 1995 487"> <p>Jan January Evidence of Progress</p>  <p>By the end of 18 instructional weeks, 97% of grade 1 students are able to skip count by 10 up to 60 and count by 1 forward (92%) and backward (79%) from any given number within 50 as measured by common assessment.</p> </div> <div data-bbox="1281 511 1995 641"> <p>Mar March Evidence of Progress</p>  <p>Forward: $72/77=94\%$ Backwards: $62/77=81\%$ Skip Count: $74/77=96\%$</p> </div> <div data-bbox="1281 665 1995 795"> <p>June June Evidence of Progress</p>  <p>Forward: $76/79=96\%$ Backwards: $68/79=86\%$ Skip Count: $71/79=90\%$</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 2nd grade students will score a 3 on a common assessment; graded with a rubric; tracked on Google Sheets. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>Staff Responsible for Monitoring: Michelle Stephenson-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of 9 instructional weeks, 2nd grade students scored a 3 on an addition (76%) & subtraction (26%) word problem common assessment; graded with a rubric; tracked on Google Sheets. Additionally, 71% of students reached their 1.5 growth goal as measured by RenMath.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 2nd grade students scored a 3 on an addition (70%) & subtraction (49%) word problem common assessment; graded with a rubric; tracked on Google Sheets. Additionally, 59% of students reached their 1.5 growth goal as measured by RenMath.</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 2nd grade students scored a 3 on an addition (60%) & subtraction (28%) word problem common assessment; graded with a rubric; tracked on Google Sheets. Additionally, 64% of students reached their 1.5 growth goal as measured by RenMath.</p> <p>June June Evidence of Progress</p> <p> "Single Step Addition: 59/88=67% Single Step Subtraction: 46/88=52% Two Step Addition: 42/88=48% Two Step Subtraction: 30/88=34% Two Step Mixed + & -: 41/88=47% 1.5 Goal: 66/87=76%"</p>

Strategy 4 Details

Strategy 4: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.

Strategy's Expected Result/Impact: By the end 36 instructional weeks, 80% of 3rd grade students will be able to develop a plan to solve one and two step word problems using problem solving skills (four looks model).

Staff Responsible for Monitoring: Nicky Lawrence-Lever Leader

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Reviews

Nov



November Evidence of Progress

By the end of 9 instructional weeks, 29% of 3rd grade students are able to develop a plan to solve one and two step word problems using problem solving skills (four looks model), as measured by a grade level rubric and tracked biweekly on google sheets.

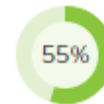
Jan



January Evidence of Progress

By the end of 18 instructional weeks, 41% of 3rd grade students are able to develop a plan to solve one and two step word problems using problem solving skills (four looks model), as measured by a grade level rubric and tracked biweekly on google sheets.

Mar



March Evidence of Progress









By the end of 27 instructional weeks, 56% of 3rd grade students are able to develop a plan to solve one and two step word problems using problem solving skills (four looks model), as measured by a grade level rubric and tracked biweekly on google sheets.










June



June Evidence of Progress

By the end of 36 instructional weeks, 58% of 3rd grade students are able to develop a plan to solve one and two step word problems using problem solving skills (four looks model), as measured by a grade level rubric and tracked biweekly on google sheets.

Strategy 5 Details	Reviews
<p>Strategy 5: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: 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. 4.4H</p> <p>Staff Responsible for Monitoring: Kayla Garcia-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of 9 instructional weeks, 73% of 4th grade students are able to solve one- and two-step problems involving multiplication and division.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 51% of 4th grade students are able to solve one- and two-step problems involving multiplication and division. **increase in complexity of standard and problems</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 0% of 4th grade students are able to solve one- and two-step problems involving multiplication and division.</p> <p>June June Evidence of Progress</p> <p> By the end of 36 instructional weeks, 0% of 4th grade students are able to solve one- and two-step problems involving multiplication and division.</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: 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, CBAs, and benchmark.</p> <p>Staff Responsible for Monitoring: Kayla Garcia-Lever Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of 9 instructional weeks, 63% of 5th grade students are able to add and subtract positive rational numbers as measured by formative assessments, CBAs, and benchmark.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 71% of 5th grade students are able to add and subtract positive rational numbers as measured by formative assessments, CBAs, and benchmark.</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 85% of 5th grade students are able to add and subtract positive rational numbers as measured by formative assessments, CBAs, and benchmark.</p> <p>June June Evidence of Progress</p> <p> Met goal at 27 weeks.</p>

Strategy 7 Details	Reviews
<p>Strategy 7: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: 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. Tracked in Google Sheets</p> <p>Staff Responsible for Monitoring: Sonya Teves-Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> By the end of 9 instructional weeks, 100% of FL Kindergarten students are able to identify the numbers 1-3 receptively or expressively in 4 out of 5 trials.</p> <p>Jan January Evidence of Progress</p> <p> By the end of 18 instructional weeks, 100% of FL Kindergarten students are able to identify the numbers 1-5 receptively or expressively in 4 out of 5 trials</p> <p>Mar March Evidence of Progress</p> <p> By the end of 27 instructional weeks, 100% of FL Kindergarten students are able to identify the numbers 1-5 receptively or expressively in 4 out of 5 trials</p> <p>June June Evidence of Progress</p> <p> By the end of 36 instructional weeks, 100% of FL Kindergarten students are able to identify the numbers 1-5 receptively or expressively in 4 out of 5 trials</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Implement campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed Math STAAR in previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Administrators: Rebecca Leonard and Jillian Powell</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p>28% of the students who did not approach on the 22-23 Math STAAR approached on the Math CBA1</p> <p>Jan January Evidence of Progress</p> <p>30% of the students who did not approach on the 22-23 Math STAAR approached on the Math CBA2</p> <p>Mar March Evidence of Progress</p> <p>Use Benchmark Scores-1416 Tracker Sheet</p> <p>June June Evidence of Progress</p> <p> Will continue to implement accelerated learning plans for Ss in the 2024-2025 school year for Ss who did not meet approaches on STAAR for the 2023-2024 school year (for incoming 4th and 5th graders).</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	









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 2023-2024 school year. As of 9/25/23, our year-to-date attendance rate is 94.62.

Evaluation Data Sources: ADA

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Reevaluate goal.

Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improved attendance due to stronger relational capacity</p> <p>Staff Responsible for Monitoring: Assistant Principal, Jillian Powell</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	<p>Nov November Evidence of Progress Attendance Rate was 94.5 at the end of the first 9 weeks </p> <p>Jan January Evidence of Progress Attendance Rate was 94.5 at the end of the first semester </p> <p>Mar March Evidence of Progress Attendance rate was 92.93 at the end of 27 weeks. </p> <p>June June Evidence of Progress Attendance rate was at 92.84% at end of year. </p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 at least 1 school function during the 23-24 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: Met Objective

Strategy 1 Details	Reviews																
<p>Strategy 1: 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) and Drug and Safety Awareness classes are just a few examples.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Rebecca Leonard</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	<table border="0"> <tr> <td data-bbox="1276 500 1381 532">Nov</td> <td data-bbox="1535 500 1906 532">November Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 537 1381 634"></td> <td data-bbox="1415 537 1997 597">72% of our CFE families have participated in at last 1 CFE school event.</td> </tr> <tr> <td data-bbox="1276 656 1381 688">Jan</td> <td data-bbox="1545 656 1896 688">January Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 693 1381 790"></td> <td data-bbox="1415 693 1997 753">81% of our CFE families have participated in at last 1 CFE school event.</td> </tr> <tr> <td data-bbox="1276 812 1381 844">Mar</td> <td data-bbox="1556 812 1885 844">March Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 849 1381 946"></td> <td data-bbox="1415 849 1808 881">Goal was already met as of January.</td> </tr> <tr> <td data-bbox="1276 967 1381 1000">June</td> <td data-bbox="1566 967 1875 1000">June Evidence of Progress</td> </tr> <tr> <td data-bbox="1276 1005 1381 1102"></td> <td data-bbox="1415 1005 1808 1037">Goal was already met as of January.</td> </tr> </table>	Nov	November Evidence of Progress		72% of our CFE families have participated in at last 1 CFE school event.	Jan	January Evidence of Progress		81% of our CFE families have participated in at last 1 CFE school event.	Mar	March Evidence of Progress		Goal was already met as of January.	June	June Evidence of Progress		Goal was already met as of January.
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June	June Evidence of Progress																
	Goal was already met as of January.																
<table border="0"> <tr> <td data-bbox="470 1149 663 1198"> No Progress</td> <td data-bbox="768 1149 982 1198"> Accomplished</td> <td data-bbox="1083 1149 1331 1198"> Continue/Modify</td> <td data-bbox="1440 1149 1629 1198"> Discontinue</td> </tr> </table>		No Progress	Accomplished	Continue/Modify	Discontinue												
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: No progress made toward meeting Objective

Next Year's Recommendation: Need to continue goal.a









Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improved relational capacity, safety and overall health (emotional and physical) of students as measured by beginning, middle and end of year surveys.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and counselor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> 85% of the students surveyed feel connected to an adult at CFE 87% of the students surveyed feel safe at CFE 80% of the students surveyed feel like they have enough opportunities to move their body during the school day</p> <p>Jan January Evidence of Progress</p> <p>MOY surveys not administered at the time of this update</p> <p>Mar March Evidence of Progress</p> <p>Adjustments to the survey schedule were made to accommodate the current needs of the campus. EOY surveys will be administered in May.</p> <p>June June Evidence of Progress</p> <p> 76.2% of the students surveyed feel connected to an adult at CFE 80% of the students surveyed feel safe at CFE 57.1% of the students surveyed feel like they have enough opportunities to move their body during the school day</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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 23-24, 100% of Clear Fork students will leverage technology to set Wildly Important Goals (WIGs), monitor progress and conduct a student-led conference with an adult of their choosing. Students have a 36 week WIG which is broken into 9, 18, 24 and 36 week progress goals.

Evaluation Data Sources: Student-led Conference Logs
Progress Monitoring of Student Goals (Reading and Math)

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student Agency will increase and positively impact student achievement. for students in all student populations</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.4, 2.5</p>	<p>Nov November Evidence of Progress  53% of the students at CFE have completed a student-led conference</p> <p>Jan January Evidence of Progress  71% of the students at CFE have completed a student-led conference</p> <p>Mar March Evidence of Progress  85% of the students at CFE completed a student led conference.</p> <p>June June Evidence of Progress  100% of the students are CFE completed a student-led conference.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	