

**Lockhart Independent School District
Pride High School
2023-2024 Formative Review with Notes**



Mission Statement

The mission of PRIDE High School (PHS) is to provide all students an opportunity to graduate through an alternative means. PHS focuses on individualized learning through a “blended” learning environment wherein coursework combines the use of quality student-centered Instruction with online curriculum delivered at a “goal-driven” pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning. PHS is the ideal choice for students who: wish to accelerate their learning because they are seeking to graduate early, are seeking to recover credits, or are simply seeking a smaller high school community.

Vision

PRIDE High School prepares students to become life-long learners and contributing members of our global society and the local community by providing a nurturing, challenging learning environment in which students can feel connected and successful while developing a strong sense of personal responsibility for their choices and actions.

Core Beliefs

- Understanding that failure and mistakes are a new beginning and an opportunity to learn and grow
- Understanding and managing emotional and personal challenges, discovering the determination to flourish and prevail
- Building relationships
- Supporting and learning from one another
- Building confidence
- Having fun, exploring and wondering!

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Goals


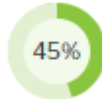


Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results.









Performance Objective 1: For the 2023-24 school year, PRIDE High School will earn an 85 percent or higher for Algebra 1 STAAR EOC by May 2024









Evaluation Data Sources: Success will be demonstrated when, at the end of the 2023-24 school year, student performance on all STAAR EOCs will demonstrate a passing score of approaches, meets or masters. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify coaching and teacher support

Strategy 1 Details	Reviews
<p>Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and PBL and blended learning such as station rotations) with self-paced online curriculum delivery.</p> <p>Strategy's Expected Result/Impact: increased student scores on PBL and EOC</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov  November Evidence of Progress Teachers have trackers, and systems for grades within skyward (previously not a practice at Pride)</p> <p>Jan  January Evidence of Progress EOC scores are historically low as many students are re-testers. Average scores are in the %30. PBL is a campus wide effort to improve and go deeper.</p> <p>Mar  March Evidence of Progress EOC scores are historically low as many students are re-testers. Average scores are in the %30. PBL is a campus wide effort to improve and go deeper.</p> <p>June  June Evidence of Progress PBL and blended learning will continue to be a major push</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers and Principal will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal</p> <p>Title I: 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  Principal meets with all staff one-on-one every other week to go over goals and progress of learning for students.</p> <p>Jan January Evidence of Progress  More collaboration and desire to make improvements as a campus</p> <p>Mar March Evidence of Progress  More collaboration and desire to make improvements as a campus</p> <p>June June Evidence of Progress  Will continue to meet with teams and dive deeper into coaching all teachers next year</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning and blended learning. Principal will work with teachers to provide targeted feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal</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 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  Weekly walkthroughs on all teachers, formal walkthroughs need to increase.</p> <p>Jan January Evidence of Progress  Weekly walkthroughs on all teachers, formal walkthroughs need to increase.</p> <p>Mar March Evidence of Progress  Weekly walkthroughs on all teachers, formal walkthroughs need to increase.</p> <p>June June Evidence of Progress  Will increase support and number of documented walkthroughs</p>





Strategy 4 Details	Reviews
<p>Strategy 4: All students enrolled in Algebra 1 will take unit checkpoint assessments aligned to district course scope and sequences</p> <p>Strategy's Expected Result/Impact: Student preparation for Algebra EOC for increased scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: 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>	<p>Nov November Evidence of Progress  Checkpoints and assessments are scheduled and administered.</p> <p>Jan January Evidence of Progress  Checkpoints and assessments are scheduled and administered. Plans are in place to support students who did not pass EOC.</p> <p>Mar March Evidence of Progress  Checkpoints and assessments are scheduled and administered. Plans are in place to support students who did not pass EOC.</p> <p>June June Evidence of Progress  Monitoring is in place</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	









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



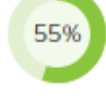





Performance Objective 2: For the 2023-24 school year, PRIDE High School will earn an 85 percent or higher for English II STAAR EOC by May 2023

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2023-24 school year, student performance on all STAAR EOCs will demonstrate a passing score of approaches, meets or masters. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of PBL such as flexible groupings and use of technology) with self-paced online curriculum delivery.</p> <p>Strategy's Expected Result/Impact: increased student scores on PBL and EOC</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<p>Nov November Evidence of Progress  PBL is the highlight of all English classes, and continues to be a model for PHS.</p> <p>Jan January Evidence of Progress  PBL is the highlight of all English classes, and continues to be a model for PHS. EOC scores continue to be a struggle with ELA courses.</p> <p>Mar March Evidence of Progress  PBL is the highlight of all English classes, and continues to be a model for PHS. EOC scores continue to be a struggle with ELA courses.</p> <p>June June Evidence of Progress  PBL will continue to be a major push</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers and Principal will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal</p> <p>Title I: 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>Jan January Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>Mar March Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>June June Evidence of Progress  Teacher feedback will increase and will be more targeted and teacher led</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning and blended learning. Principal will work with teachers to provide targeted feedback and coaching.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal</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 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>Jan January Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>Mar March Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p> <p>June June Evidence of Progress  Teachers receive feedback well and work to implement best practices.</p>


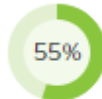


Strategy 4 Details	Reviews
<p>Strategy 4: All students enrolled in English II will take unit checkpoint assessments aligned to district course scope and sequences.</p> <p>Strategy's Expected Result/Impact: Student preparation for English II EOC for increased scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: 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>	<p>Nov  November Evidence of Progress All assessments are scheduled and administered.</p> <p>Jan  January Evidence of Progress EOC scores continue to be a struggle for ELA courses.</p> <p>Mar  March Evidence of Progress EOC scores continue to be a struggle for ELA courses.</p> <p>June  June Evidence of Progress EOC scores continue to be a struggle for ELA courses.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	












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

Performance Objective 3: For the 2023-24 school year, PRIDE High School will raise the Domain 1 CCMR Component score of 10 in 2021 to 20 or higher in 2023-24.

Evaluation Data Sources: Success will be demonstrated when, by May 2024, PHS earns a Domain 1 CCMR Component score of 20 or higher

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: All PHS anticipated 2023-24 graduates will have an opportunity to participate in an administration of the Texas Success Initiative (TSI) exam</p> <p>Strategy's Expected Result/Impact: Increased students performing successfully on the TSI exam</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>Jan January Evidence of Progress</p> <p> All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>Mar March Evidence of Progress</p> <p> All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>June June Evidence of Progress</p> <p> All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p>





Strategy 2 Details	Reviews
<p>Strategy 2: All PHS students will be provided opportunities to participate in an administration of the ASVAB exam</p> <p>Strategy's Expected Result/Impact: Increased student performance on the ASVAB</p> <p>Staff Responsible for Monitoring: Principal & Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>Jan January Evidence of Progress  All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>Mar March Evidence of Progress  All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p> <p>June June Evidence of Progress  All students have the opportunity to take TSI and ASVAB. Performance needs to increase for both of these exams.</p>
Strategy 3 Details	Reviews
<p>Strategy 3: All potential 23-24 graduates that are attending post-secondary schooling will enroll in a Lamar Institute of Technology Dual Credit Course</p> <p>Strategy's Expected Result/Impact: Offer industry based certifications at Pride High School, increase CCMR points, introduces students to college based coursework.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress  Few students enrolled in LIT.</p> <p>Jan January Evidence of Progress N/A 0 students are currently enrolled in LIT and we are working to find solutions to bolster the program.</p> <p>Mar March Evidence of Progress  Few students enrolled in LIT.</p> <p>June June Evidence of Progress  Few students enrolled in LIT.</p>
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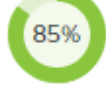

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: During the 2023-24 school year, PRIDE High School will promote widespread student, family and community participation in campus activities, events, and committees.


Evaluation Data Sources: Success will be demonstrated when recruitment and participation in campus activities, events, and committees improves for all stakeholders. PHS will host events that will provide opportunities for the community to participate such as (Student Advisory Committee), PTO, and parent event nights.


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: A family outreach committee will be formed to strategize communication for parental participation.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and support</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: 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</p>	<p>Nov November Evidence of Progress</p> <p> Communication to parents has increased and invites to events have been released.</p> <p>Jan January Evidence of Progress</p> <p> Communication to parents has increased and invites to events have been released. Very few parents have been responsive.</p> <p>Mar March Evidence of Progress</p> <p> Communication to parents has increased and invites to events have been released. Very few parents have been responsive.</p> <p>June June Evidence of Progress</p> <p> Communication to parents has increased and invites to events have been released. Very few parents have been responsive.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Student advisory committee will be formed with a goal of developing student leaders. and creating incentives and events for PHS students.</p> <p>Strategy's Expected Result/Impact: Student leadership and involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress  Students have been offered the role and have been involved with the garden and other initiatives.</p> <p>Jan January Evidence of Progress  Students have been offered the role and have been involved with the garden and other initiatives.</p> <p>Mar March Evidence of Progress  Students have been offered the role and have been involved with the garden and other initiatives.</p> <p>June June Evidence of Progress  Students have been offered the role and have been involved with the garden and other initiatives.</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Classroom community will be built through the implementation of Leader In Me, Girls Empowerment Network, Men's Group and student choice of learning modalities with PBL.</p> <p>Strategy's Expected Result/Impact: Classroom community and culture</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress  Girls group and Men's group continue to be successful at Pride.</p> <p>Jan January Evidence of Progress  Girls group and Men's group continue to be successful at Pride.</p> <p>Mar March Evidence of Progress  Girls group and Men's group continue to be successful at Pride.</p> <p>June June Evidence of Progress  Girls group and Men's group continue to be successful at Pride.</p>

 No Progress

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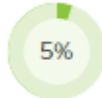
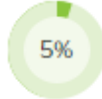


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Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.


Performance Objective 2: PRIDE High School will improve average daily attendance from a rate of 74% in 2022-23 to a rate of 85% or higher in 2023-24.

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2023-24 school year, the average daily attendance meets or exceeds 85% as recorded in Skyward. Monthly reporting will demonstrate improved attendance."


Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: The Attendance Team will use a variety of tools from "Attendance Works" such as letters, social media, assemblies, email, and personal phone calls to communicate the importance of attendance for student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Nov  November Evidence of Progress Attendance is a major struggle and have not hit our goal. 80% of our students are chronically absent.</p> <p>Jan  January Evidence of Progress Attendance is a major struggle and have not hit our goal. 80% of our students are chronically absent.</p> <p>Mar  March Evidence of Progress Attendance is a major struggle and have not hit our goal. 80% of our students are chronically absent.</p> <p>June  June Evidence of Progress Attendance is a major struggle and have not hit our goal. 80% of our students are chronically absent.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: The Attendance Team will refine campus procedures to track and respond to unexcused absences, tardiness, chronic absenteeism, teacher reports and other practices to improve attendance.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Policies and tracking are in place as well as consequences to students.</p> <p>Jan January Evidence of Progress</p> <p> Policies and tracking are in place as well as consequences to students.</p> <p>Mar March Evidence of Progress</p> <p> Policies and tracking are in place as well as consequences to students.</p> <p>June June Evidence of Progress</p> <p> Policies and tracking are in place as well as consequences to students.</p>
Strategy 3 Details	Reviews
<p>Strategy 3: The Attendance Team will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students, such as house visits, attendance incentives rewards and other strategies from "Attendance Works."</p> <p>Strategy's Expected Result/Impact: Increased attendance and culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<p>Nov November Evidence of Progress</p> <p> Identified students, and have a few rewards. Working on bolstering this. Have not conducted house visits.</p> <p>Jan January Evidence of Progress</p> <p> Identified students, and have a few rewards. Working on bolstering this. Have not conducted house visits.</p> <p>Mar March Evidence of Progress</p> <p> Identified students, and have a few rewards. Working on bolstering this. Have not conducted house visits.</p> <p>June June Evidence of Progress</p> <p> Identified students, and have a few rewards. Working on bolstering this. Have not conducted house visits.</p>

 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: During the 2023-24 school year, PRIDE High School students will take ownership of their credit completion by reflecting on their learning data and using it to set goals for growth in all subject areas.


Evaluation Data Sources: Success will be measured on the success of Edgenuity Goal Setting, reflection on PBL projects, and high level of ownership demonstrated by student surveys. "


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher advisors will meet with students to establish goal setting pacing guides for credit completion. Students will demonstrate ownership by identifying their level of ownership towards progress to graduation through student surveys</p> <p>Strategy's Expected Result/Impact: Student ownership</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 Teachers and students track goals, credits and grades.</p> <p>Jan  January Evidence of Progress Teachers and students track goals, credits and grades.</p> <p>Mar  March Evidence of Progress Teachers and students track goals, credits and grades.</p> <p>June  June Evidence of Progress Teachers and students track goals, credits and grades.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Counselor will meet with students to effectively track credit completion and course sequencing</p> <p>Strategy's Expected Result/Impact: credit tracking, graduation</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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  Counselor meets with students to help support and keep kids on track.</p> <p>Jan January Evidence of Progress  Counselor meets with students to help support and keep kids on track.</p> <p>Mar March Evidence of Progress  Counselor meets with students to help support and keep kids on track.</p> <p>June June Evidence of Progress  Counselor meets with students to help support and keep kids on track.</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Strategy 3: Students will reflect on learning from PBL utilizing self reflection rubrics</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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  Students reflect on all work completed.</p> <p>Jan January Evidence of Progress  Students reflect on all work completed.</p> <p>Mar March Evidence of Progress  Students reflect on all work completed.</p> <p>June June Evidence of Progress  Students reflect on all work completed.</p>

 No Progress

 Accomplished

 Continue/Modify


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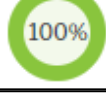




Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 2: By the end of the 2023-24 school year, PRIDE High School PLCs will demonstrate structures that facilitate a system of professional development for PBL unit planning, rubric creation, authentic audience presentations, data inquiry cycle and a focus on student outcomes and that promotes a culture of continuous improvement.


Evaluation Data Sources: Success will be measured by improvement in student presentation rubric scores over time. Success will also be measured by FSGPT, CW and Flexible Grouping data measuring at accomplished and distinguished for all teachers.


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Summer training on PBL with University of Texas. Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress N/A Unable to schedule.</p> <p>Jan January Evidence of Progress N/A Unable to schedule.</p> <p>Mar March Evidence of Progress N/A Unable to schedule.</p> <p>June June Evidence of Progress  Unable to schedule.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: PLC structure to focus on professional development of PBL based off of classroom walkthroughs, rubric writing and evaluating student work</p> <p>Strategy's Expected Result/Impact: Focused planning meetings, increased PBL effectiveness</p> <p>Staff Responsible for Monitoring: Principal</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 5: Effective Instruction</p>	<p>Nov November Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>Jan January Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>Mar March Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>June June Evidence of Progress PLC is solely focused on PBL planning.</p> 
Strategy 3 Details	Reviews
<p>Strategy 3: PLC structure will focus on data inquiry of both EOC growth scores and PBL assessment on presentation rubrics.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>Jan January Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>Mar March Evidence of Progress PLC is solely focused on PBL planning.</p>  <p>June June Evidence of Progress PLC is solely focused on PBL planning.</p> 

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



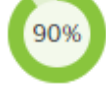





Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 3: During the 2023-24 school, PRIDE High School teachers will receive weekly feedback on classroom instruction, classroom management and planning to support the implementation of collaborative PBL schoolwide. "


Evaluation Data Sources: Success will be measured by an increase in teacher growth and learning as evidenced by the walkthrough rubric as well as teachers achieving their individual goals.


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Scheduled weekly walkthroughs for each teacher to support teacher development and growth utilizing walkthrough rubrics</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> The instructional model at Pride continues to be built around PBL.</p> <p>Jan January Evidence of Progress</p> <p> The instructional model at Pride continues to be built around PBL.</p> <p>Mar March Evidence of Progress</p> <p> The instructional model at Pride continues to be built around PBL.</p> <p>June June Evidence of Progress</p> <p> The instructional model at Pride continues to be built around PBL.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Scheduled bi-weekly coaching meetings to discuss walkthrough data, observations and next steps for student and teacher growth.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress Principal meets with teachers regularly </p> <p>Jan January Evidence of Progress Principal meets with teachers regularly </p> <p>Mar March Evidence of Progress Principal meets with teachers regularly </p> <p>June June Evidence of Progress Principal meets with teachers regularly </p>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers will provide feedback to Principal on how they are feeling towards their own learning and growth with PBL.</p> <p>Strategy's Expected Result/Impact: Increased staff culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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 Survey needs to be sent to teachers. </p> <p>Jan January Evidence of Progress Survey needs to be sent to teachers. Have only surveyed the students. </p> <p>Mar March Evidence of Progress Survey needs to be sent to teachers. Have only surveyed the students. </p> <p>June June Evidence of Progress Survey needs to be sent to teachers. Have only surveyed the students. </p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue