

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

Accountability Rating: C



Value Statement

If we are to be a school that is safe and orderly, then we must work as a team to provide consistency and a unified front in support of campus procedures and expectations.

If we are to be a school that demonstrates pride, then we must model pride and excellence in everything that we do.

If we are to be a school that builds positive relationships with parents, then we must be persistent in our pursuit to engage parents with both positive communication and for help and assistance.

If we are to be a school in which everyone feels respected, then we must build positive relationships with every person that we interact with each day. We will make time to get to know other staff members, students, and parents.

If we are to become a school that develops the whole child, then we must create and sustain systems of support that ensures each child is challenged, healthy, engaged, safe, and supported.

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Goals





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









Performance Objective 1: 80% of students will achieve 1.5 years of growth in reading as compared to approximately 43% across grades 6-8.

Evaluation Data Sources: RenLearn Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin in conjunction with the Lever Leader will support ELAR teachers through frequent walkthroughs that provide immediate feedback focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 70% of students will progress (do as good or better) from EOY STAAR '23 to CBA #1, CBA #2, and benchmark</p> <p>Staff Responsible for Monitoring: Jana Tafoya, Lever Leader Mandy Grant, Department admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div> November Evidence of Progress <p>For this period, ELAR teachers received 64 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 92.2%, Recognize and Reinforce 43.7%, FSGPT 26.7%, Lesson Frame 74.9%, Critical Writing 53.4%. For grade 6-8 reading, students performed on CBA1 as follows: 83.1% Approaches, 61.6 % Meets, 30.1% Masters as compared to Spring 2023 STAAR reading: 63.7% Approaches, 33.5 % Meets, 10.5% Masters. Overall students did much better on CBA1 than on STAAR Spring 2023.</p> </div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div> January Evidence of Progress <p>For this period, ELAR teachers received 35 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 97.1%, Recognize and Reinforce 61%, FSGPT 42.9%, Lesson Frame 78.1%, Critical Writing 65.7%. Almost all areas of F5 improved from the first couple of months. For grade 6-8 reading, students performed on CBA2 as follows: 51.8% Approaches, 21.4% Meets, 9.5% Masters as compared to Spring 2023 STAAR reading: 63.7% Approaches, 33.5 % Meets, 10.5% Masters. Overall students did better on STAAR Sprinf 2023 than on CBA2.</p> </div> </div> <div> <div>Mar</div> <div>  <div>75%</div> </div> <div> March Evidence of Progress <p>ELAR teachers received 28 walkthroughs with the following Fundamental 5 data for Proficient and Above Power Zone 96.5%, Recognize and Reinforce 69%, FSGPT 24.1%, Lesson Frame 72.4%, and Critical Writing 69%. Almost all areas of F5 decreased except critical writing.</p> </div> </div> <div> <div>June</div> <div>  </div> <div> June Evidence of Progress <p>For this school year, ELAR teachers received 137 walkthroughs with the following F5 data for Proficient and above: Power Zone 94.7%, Recognize and Reinforce 55.3%, FSGPT 37.4%, Lesson Frame 79.1%, Critical Writing 61.4%. Students who made 1.5 by May remained the same at approximately 43%.</p> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Intervention teachers will meet with their Lever Leader and/or department admin each grading period for progress monitoring.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting 1.5 years of growth in reading by the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Jana Tafoya, Lever Leader Mandy Grant, Department admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Students who met 1.5 goal for reading in October was 46% and 41% in November. PLCs are working on discussing how to improve this percentage.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Students who met 1.5 goal for reading in December was 39% . PLCs are working on discussing how to improve this percentage including incentivizing performance on RenLearn.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>Students who did not meet their goals are encouraged to attend tutoring. During PLCs teachers discussed the skills that students need more in class focus. Two teachers met their 1.5 goal.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>Students who met the 1.5 goal for reading in May was 43%. PLCs met at least 2 days a week as a group to work through instructional needs and come up with plans of action. We had 6 teachers who met the 1.5 goal compared to zero last year.</div> </div>





Strategy 3 Details	Reviews
<p>Strategy 3: Differentiation will be implemented through the use of small group instruction at least twice a week.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting 1.5 years of growth in reading by the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Jana Tafoya, Lever Leader Mandy Grant, Department admin</p>	<div> <div> Nov  </div> <div> November Evidence of Progress Small group instruction is part of the PLC agenda. This is planned for in lessons, but teachers are still not implementing to the level that it is planned for. </div> </div> <div> <div> Jan  </div> <div> January Evidence of Progress Small group instruction is part of the PLC agenda. This is planned for in lessons, but teachers are still not implementing to the level that it is planned for. Lever leader and department admin are working with teachers who are still struggling so that improvements can be made, </div> </div> <div> <div> Mar  </div> <div> March Evidence of Progress Small group instruction is part of the PLC agenda. This is planned for in lessons, but teachers are still not implementing it to the level that it is planned for. Lever leaders. During coaching conferences, teachers are expected to discuss action plans for students in need of more support. </div> </div> <div> <div> June  </div> <div> June Evidence of Progress Small group instruction is part of the PLC agenda. This is still an area where teachers struggled to implement fully due to scheduling and procedures for students. For next school year, teachers will need to determine expectations for students who aren't participating in small group as well as plan for these times in their pacing. </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	





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: 70% of students will show academic growth on STAAR reading.

Evaluation Data Sources: STAAR Growth Measure

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin in conjunction with the Lever Leader will support ELAR teachers through frequent walkthroughs that provide immediate feedback focused on Fundamental 5 strategies, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 70% of students will progress (do as good or better) from EOY STAAR '23 to CBA #1, CBA #2, and benchmark</p> <p>Staff Responsible for Monitoring: Jana Tafoya, Lever Leader Mandy Grant, Department admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  <div>50%</div> </div> <div> November Evidence of Progress <p>For this period, ELAR teachers received 64 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 92.2%, Recognize and Reinforce 43.7%, FSGPT 26.7%, Lesson Frame 74.9%, Critical Writing 53.4%. For grade 6-8 reading, students performed on CBA1 as follows: 83.1% Approaches, 61.6 % Meets, 30.1% Masters as compared to Spring 2023 STAAR reading: 63.7% Approaches, 33.5 % Meets, 10.5% Masters. Overall students did much better on CBA1 than on STAAR Spring 2023.</p> </div> </div> <div> <div>Jan</div> <div>  <div>65%</div> </div> <div> January Evidence of Progress <p>For this period, ELAR teachers received 35 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 97.1%, Recognize and Reinforce 61%, FSGPT 42.9%, Lesson Frame 78.1%, Critical Writing 65.7%. Almost all areas of F5 improved from the first couple of months. For grade 6-8 reading, students performed on CBA2 as follows: 51.8% Approaches, 21.4% Meets, 9.5% Masters as compared to Spring 2023 STAAR reading: 63.7% Approaches, 33.5 % Meets, 10.5% Masters. Overall students did better on STAAR Sprinf 2023 than on CBA2.</p> </div> </div> <div> <div>Mar</div> <div>  <div>55%</div> </div> <div> March Evidence of Progress <p>ELAR teachers received 28 walkthroughs in March with the following Fundamental 5 data for Proficient and Above Power Zone 96.5%, Recognize and Reinforce 69%, FSGPT 24.1%, Lesson Frame 72.4%, and Critical Writing 69%. Almost all areas of F5 decreased except critical writing.</p> </div> </div> <div> <div>June</div> <div>  </div> <div> June Evidence of Progress <p>For this school year, ELAR teachers received 137 walkthroughs with the following F5 data for Proficient and above: Power Zone 94.7%, Recognize and Reinforce 55.3%, FSGPT 37.4%, Lesson Frame 79.1%, Critical Writing 60.4%. Students who made 1.5 by May remained the same at approximately 43%.</p> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Intervention teachers will meet with their Lever Leader and/or department admin each grading period for progress monitoring.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting 1.5 years of growth in reading by the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Jana Tafoya, Lever Leader Mandy Grant, Department admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  45% </div> <div>November Evidence of Progress</div> <div>Students who met 1.5 goal for reading in October was 46% and 41% in November. PLCs are working on discussing how to improve this percentage.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Students who met 1.5 goal for reading in December was 39% . PLCs are working on discussing how to improve this percentage including incentivizing performance on RenLearn.</div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div>PLCs are working on discussing how to improve the scores before the benchmark. Lever Leaders are meeting with Tier Two and Tier 3 teachers to have data discussions and provide coaching based on individual needs.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>Students who met 1.5 goal for reading in May was 43% . PLCs met at least 2 days a week as a group to work through instructional needs and come up with plans of action.</div> </div>



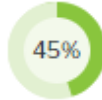
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<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	





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









Performance Objective 3: 80% of students will achieve 1.5 years of growth in math as compared to approximately 42% across grades 6-8.

Evaluation Data Sources: RenLearn Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin in conjunction with the Lever Leader will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on SPRI model, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting 1.5 years of growth in math by the end of the 2023-2024 school year</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div> November Evidence of Progress For this period, Math teachers received 81 walkthroughs. The Lever leader also attends every grade level PLC, and because there are quite a few new staff to the SPRI model she is making the rounds to assist the new staff. Students who met 1.5 goal for math in October was 91% (although only 32 students completed the RenLearn) and students did not complete the assessment in November. </div> </div> <div> <div>Jan</div> <div>  <div>20%</div> </div> <div> January Evidence of Progress For this period, Math teachers received 33 walkthroughs. The Lever leader also attends every grade level PLC, and she is continuing to make the rounds to assist the new staff. Students did not take the RenLearn in December. </div> </div> <div> <div>Mar</div> <div>  <div>45%</div> </div> <div> March Evidence of Progress For this period, Math teachers received 33 walkthroughs. The Lever leader also attends every grade level PLC, and she is continuing to make the rounds to assist the new staff. </div> </div> <div> <div>June</div> <div> <div> June Evidence of Progress For this school year, Math teachers received 151 walkthroughs with the following F5 data for Proficient and above: Power Zone 97.3%, Recognize and Reinforce 75.6%, FSGPT 26.4%, Lesson Frame 48.1%, Critical Writing 63.6%. Although we didn't meet our expected goals, there was significant progress made. Students who made 1.5 by May rose from 42% to 56%. </div> </div> </div>





Strategy 2 Details	Reviews
<p>Strategy 2: Lever leader and department admin will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of math teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div data-bbox="1283 118 2011 310"> <p>Nov November Evidence of Progress</p>  <p>For this period, Math teachers received 81 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 96.3%, Recognize and Reinforce 77.9%, FSGPT 17.3%, Lesson Frame 50.6%, Critical Writing 51.8%.</p> </div> <div data-bbox="1283 329 2011 521"> <p>Jan January Evidence of Progress</p>  <p>For this period, Math teachers received 33 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 100%, Recognize and Reinforce 69.7%, FSGPT 20.8%, Lesson Frame 51.1%, Critical Writing 66.7%.</p> </div> <div data-bbox="1283 540 2011 699"> <p>Mar March Evidence of Progress</p>  <p>Walkthroughs decreased this month. Fundamental 5 data for Proficient and Above: Power Zone 100%, Recognize and Reinforce 66.6%, FSGPT 55.5%, Lesson Frame 55.5%, Critical Writing 66.7%.</p> </div> <div data-bbox="1283 719 2011 904"> <p>June June Evidence of Progress</p>  <p>For this school year, Math teachers received 151 walkthroughs with the following F5 data for Proficient and above: Power Zone 97.3%, Recognize and Reinforce 75.6%, FSGPT 26.4%, Lesson Frame 48.1%, Critical Writing 63.6%.</p> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of opportunity.</p> <p>Strategy's Expected Result/Impact: 80% of students meeting 1.5 years of growth in math by the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Students who met 1.5 goal for math in October was 91% (although only 32 students completed the RenLearn) and students did not complete the assessment in November. The Lever leader is attending each grade level PLC and working on having coaching conversations with each teacher.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Students did not take the RenLearn in December. The Lever leader is attending each grade level PLC and working on having coaching conversations with each teacher. There has been turnover in this department so this is a work in progress.</div> </div> <div> <div>Mar</div> <div>  75% </div> <div>March Evidence of Progress</div> <div>The percentage of students that made 1.5 growth in May was 56%. This was a significant increase from 42% last school year.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>The percentage of students that made 1.5 growth in May was 56%. This was a significant increase from 42% last school year. The lever leader worked on setting up schedules for coaching conversations, and she will continue to work on this for the next school year.</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	









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

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

Evaluation Data Sources: STAAR Growth Measure

Strategy 1 Details	Reviews
<p>Strategy 1: Department admin in conjunction with the Lever Leader will support math teachers through frequent walkthroughs that provide immediate feedback to teachers focused on SPRI model, PLC goals, and professional growth goals.</p> <p>Strategy's Expected Result/Impact: 80% of teachers' students meeting 1.5 years of growth in math by the end of the 2023-2024 school year</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div> <div>Nov</div> <div>  <div>25%</div> </div> </div> <div> <div>November Evidence of Progress</div> <div> <p>For this period, Math teachers received 81 walkthroughs. The Lever leader also attends every grade level PLC, and because there are quite a few new staff to the SPRI model she is making the rounds to assist the new staff.</p> <p>Students who met 1.5 goal for math in October was 91% (although only 32 students completed the RenLearn) and students did not complete the assessment in November.</p> </div> </div> </div> <div> <div> <div>Jan</div> <div>  <div>20%</div> </div> </div> <div> <div>January Evidence of Progress</div> <div> <p>For this period, Math teachers received 33 walkthroughs. The Lever leader also attends every grade level PLC, and she is continuing to make the rounds to assist the new staff.</p> <p>Students did not take the RenLearn in December.</p> </div> </div> </div> <div> <div> <div>Mar</div> <div>  <div>60%</div> </div> </div> <div> <div>March Evidence of Progress</div> <div> <p>For this period, Math teachers received 33 walkthroughs. The Lever leader also attends every grade level PLC, and she is continuing to make the rounds to assist the new staff. New teachers continue to receive support from the Lever Leader and Admin.</p> </div> </div> </div> <div> <div> <div>June</div> <div>  </div> </div> <div> <div>June Evidence of Progress</div> <div> <p>This school year, the math department had 151 walkthroughs. The lever leader had several new teachers that she had to focus on, and she will continue to help build capacity in these teachers. 1.5 growth rose to 56% for May.</p> </div> </div> </div>

Strategy 2 Details	Reviews
<p>Strategy 2: Lever leader and department admin will visit math classrooms regularly and provide immediate feedback focused on Fundamental 5 strategies</p> <p>Strategy's Expected Result/Impact: 80% of math teachers will receive a proficient or better rating on all Fundamental 5 strategies.</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>For this period, Math teachers received 81 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 96.3%, Recognize and Reinforce 77.9%, FSGPT 17.3%, Lesson Frame 50.6%, Critical Writing 51.8%.</div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>For this period, Math teachers received 33 walkthroughs with the following Fundamental 5 data for Proficient and Above: Power Zone 100%, Recognize and Reinforce 69.7%, FSGPT 20.8%, Lesson Frame 51.1%, Critical Writing 66.7%.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>Walkthroughs decreased this month. Fundamental 5 data for Proficient and Above: Power Zone 100%, Recognize and Reinforce 66.6%, FSGPT 55.5%, Lesson Frame 55.5%, Critical Writing 66.7%.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> <div>For this school year, Math teachers received 151 walkthroughs with the following F5 data for Proficient and above: Power Zone 97.3%, Recognize and Reinforce 75.6%, FSGPT 26.4%, Lesson Frame 48.1%, Critical Writing 63.6%.</div> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Every teacher in the math department will be supported through a coaching conversation focused on areas of opportunity.</p> <p>Strategy's Expected Result/Impact: 80% of students meeting 1.5 years of growth in math by the end of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Courtney Ramirez, Lever Leader Karen Nixon, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Students who met 1.5 goal for math in October was 91% (although only 32 students completed the RenLearn) and students did not complete the assessment in November. The Lever leader is attending each grade level PLC and working on having coaching conversations with each teacher.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Students did not take the RenLearn in December. The Lever leader is attending each grade level PLC and working on having coaching conversations with each teacher. There has been turnover in this department so this is a work in progress.</div> </div> <div> <div>Mar</div> <div>  65% </div> <div>March Evidence of Progress</div> <div>During PLCs teachers discussed how to improve the scores before the benchmark. Lever Leaders are meeting with Tier Two and Tier 3 teachers to have data discussions and provide coaching based on individual needs.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>The percentage of students that made 1.5 growth in May was 56%. This was a significant increase from 42% last school year. The lever leader worked on setting up schedules for coaching conversations, and she will continue to work on this for next school year.</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

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

Evaluation Data Sources: TEPAS Assessment

Summative Evaluation: No progress made toward meeting Objective


Strategy 1 Details	Reviews
<p>Strategy 1: All social studies will be trained to utilize one high yield strategy, QSSA, during classroom instruction.</p> <p>Strategy's Expected Result/Impact: Improved performance on all campus based assessments.</p> <p>Staff Responsible for Monitoring: Amanda Soliz, Department Admin/LPAC coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div><div>Nov</div><div>November Evidence of Progress We haven't moved forward on adding new strategies, but the social studies department is working on incorporating more writing to assist emergent bilingual students.</div></div> <div><div>Jan</div><div>January Evidence of Progress We haven't moved forward on adding new strategies, but the social studies department is working on incorporating more writing to assist emergent bilingual students.</div></div> <div><div>Mar</div><div>March Evidence of Progress We haven't moved forward on adding new strategies, but the social studies department is working on incorporating more writing to assist emergent bilingual students.</div></div> <div><div>June</div><div>June Evidence of Progress We need to decide as a campus how to best support our growing emergent bilingual population.</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	








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

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

Evaluation Data Sources: STAAR Growth

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Reading at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<p>Nov November Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.</p> <p>Jan January Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.</p> <p>Mar March Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this. We are utilizing aides in the classroom.</p> <p>June June Evidence of Progress  Sped is an area that we continue to struggle with staffing with certified teachers. We will need to discuss as a campus how to best do this.</p>





Strategy 2 Details	Reviews								
<p>Strategy 2: Flexible Learning Paths for differentiation (sentence stems, flexible group, visual word walls) will be utilized with students receiving special education services, as evidenced by monitoring special education teachers on the district walk through form.</p> <p>Strategy's Expected Result/Impact: 10% increase in students demonstrating growth on the STAAR Math at every STAAR tested grade.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Special Education Administrator, Campus Principal, Special Education Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<table border="1"> <tr> <td>Nov</td><td>November Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.</td></tr> <tr> <td>Jan</td><td>January Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.</td></tr> <tr> <td>Mar</td><td>March Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.</td></tr> <tr> <td>June </td><td>June Evidence of Progress Sped is an area that we continue to struggle with staffing with certified teachers. We will need to discuss as a campus how to best do this.</td></tr> </table>	Nov	November Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.	Jan	January Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.	Mar	March Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.	June 	June Evidence of Progress Sped is an area that we continue to struggle with staffing with certified teachers. We will need to discuss as a campus how to best do this.
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Jan	January Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.								
Mar	March Evidence of Progress With difficulty in staffing sped with certified teachers we have not moved on this.								
June 	June Evidence of Progress Sped is an area that we continue to struggle with staffing with certified teachers. We will need to discuss as a campus how to best do this.								
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>									





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





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









Evaluation Data Sources: Discipline data, Panorama Survey
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Each advisory or class will create a mission statement of habits. The mission statement will be referred to during lessons.</p> <p>Strategy's Expected Result/Impact: 100% of classroom have a posted mission statement. At least a 20% decrease in fights compared to last year.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Admin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>25%</div><div>Teachers are reminded to post a mission statement. It is now part of the walkthrough form.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>55%</div><div>Most of the teachers have a mission statement posted in the classroom.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div><div><div>65%</div><div>75% of the teachers have mission statements posted. Those who do not have a lesson frame posted have been reminded to do so since it is part of the leader in me implementation. Less than 5% refers to the mission statement during the lesson.</div></div></div> <div><div>June</div><div>June Evidence of Progress</div><div><div>➔</div><div>The majority of teachers have a mission statement posted in the classroom. Less than 10% of the teachers refer to the mission statement during the lesson.</div></div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: LJHS will see a 20% decrease in student fights from the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: 30% increase in students feeling safe from BOY Panorama survey to EOY panorama survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div> <p>We are seeing a _____ decrease in fights compared to the same time last year. We believe the decrease is due to fewer students in the hallways due to the implementation of a staggered bell schedule this school year.</p> </div> </div> <div> <div>Jan</div> <div>  20% </div> <div>January Evidence of Progress</div> <div> <p>We are seeing a decrease in fights compared to the same time last year. We believe the decrease is due to fewer students in the hallways due to implementing a staggered bell schedule this school year.</p> </div> </div> <div> <div>Mar</div> <div>  50% </div> <div>March Evidence of Progress</div> <div> <p>We are seeing a decrease in fights by 40% compared to the same time last year. February was a 52% decrease in fights compared to the previous year.</p> </div> </div> <div> <div>June</div> <div>  100% </div> <div>June Evidence of Progress</div> <div> <p>We are seeing a decrease in fights by 48% compared to last year. We believe the reduction is due to fewer students in the hallways due to the implementation of a staggered bell schedule this school year.</p> </div> </div>

Strategy 3 Details	Reviews
<p>Strategy 3: LJHS will see a 15% drop in students skipping class with an additional hall monitor.</p> <p>Strategy's Expected Result/Impact: At least a 15% drop of students skipping class.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Hall Monitor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<div data-bbox="1283 118 2022 253"> <p>Nov November Evidence of Progress</p>  <p>Students are getting caught skipping at higher rates compared to the last two years.</p> </div> <div data-bbox="1283 272 2022 407"> <p>Jan January Evidence of Progress</p>  <p>Students are getting caught skipping at higher rates compared to the last two years.</p> </div> <div data-bbox="1283 427 2022 561"> <p>Mar March Evidence of Progress</p>  <p>There was an increase of 24 students getting caught skipping class compared to 9 students the previous year.</p> </div> <div data-bbox="1283 581 2022 773"> <p>June June Evidence of Progress</p>  <p>The data shows an increase in students cutting class, The belief is those who are skipping are getting caught at a higher rate due to having hall monitors in the hallways and checking restrooms. In March 33 students were caught skipping and 34 students in April and May.</p> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: LJHS Admin will use a consistent disciplinary maxtrix when making disciplinary decisions</p> <p>Strategy's Expected Result/Impact: 15% decrease in students feeling that consequences are implemented fairly from the beginning of the year discipline survey to the end-of-year discipline survey.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	<div data-bbox="1283 118 2007 310"> <p>Nov November Evidence of Progress</p>  <p>A discipline matrix was created with some feedback from other stakeholders. The admin team uses the matrix to decide consistency when making discipline decisions. They also consider intent and discipline history, which is part of the matrix.</p> </div> <div data-bbox="1283 329 2007 521"> <p>Jan January Evidence of Progress</p>  <p>A discipline matrix was created with some feedback from other stakeholders. The admin team uses the matrix to decide consistency when making discipline decisions. They also consider intent and discipline history, as part of the matrix.</p> </div> <div data-bbox="1283 540 2007 732"> <p>Mar March Evidence of Progress</p>  <p>A discipline matrix was created with some feedback from other stakeholders. The admin team uses the matrix to decide consistency when making discipline decisions. They also consider intent and discipline history, as part of the matrix.</p> </div> <div data-bbox="1283 751 2007 878"> <p>June June Evidence of Progress</p>  <p>The Campus Improvement Team looked at the Discipline Matrix in March providing feedback for the 2024-2025 school year</p> </div>

Strategy 5 Details	Reviews
<p>Strategy 5: LJHS students will engage in Leader in Me 7 Habits of social-emotional learning on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 60% of students demonstrating positive feelings, as indicated by the EOY Panorama Survey.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Communities in Schools Program Manager</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>Lessons for the 7 Habits are emailed out weekly to staff by the Leader In Me Coordinator. The lessons are taught during advisory time.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Lessons for the 7 Habits are emailed out weekly to staff by the Leader In Me Coordinator. The lessons are taught during advisory time.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>Lessons for the 7 Habits are emailed out weekly to staff by the Leader In Me Coordinator. The lessons are taught during advisory time.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>Lessons for the 7 Habits are emailed out weekly to staff by the Leader In Me Coordinator. The lessons are taught during advisory time.</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will implement a consistent attendance monitoring program that focuses on rewarding positive student attendance while decreasing chronic absenteeism</p> <p>Strategy's Expected Result/Impact: 96% attendance every grading cycle.</p> <p>Staff Responsible for Monitoring: Michael Garcia and the Attendance Committee.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<div><div>Nov</div><div><div></div><div>45%</div></div><div>November Evidence of Progress</div><div>Students with perfect and good attendance received a certificate that allows them to have outside lunchtime.</div></div> <div><div>Jan</div><div><div></div><div>35%</div></div><div>January Evidence of Progress</div><div>Students with perfect attendance and good attendance will be rewarded the 3rd week in January with a Pizza Party, a pass for outside during lunch , and a free meal to Canes.</div></div> <div><div>Mar</div><div><div></div><div>65%</div></div><div>March Evidence of Progress</div><div>Students with perfect/good attendance received a snack bar coupon.</div></div> <div><div>June</div><div><div></div></div><div>June Evidence of Progress</div><div>Students who met the attendance challenge in March and April were invited to an ice cream party. Students who had perfect attendance for the school year were invited to Austin Parks and Pizza for a field trip in May. They were also recognized at our LJHS Awards Night.</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: LJHS will see a 5% enrollment increase in extracurricular programs during the 2023-2024 school year. This will be based on skyward data from the 2022-2023 school year and the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: LJHS students engaging in extracurricular activities will increase and show a decrease in discipline referrals compared to the 2022-2023 school year..</p> <p>Staff Responsible for Monitoring: Michael Garcia,(lead), Campus Principal, and the Behavior Committee.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>Most students are enrolled in an extracurricular activity either before or after school.</div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>Most students are enrolled in an extracurricular activity either before or after school.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>100% of our students are involved in extracurricular activities.</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> <div>100% of our students are involved in extracurricular activities. 98.8% of students are involved in multiple activities.</div> </div>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>	





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









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

Evaluation Data Sources: Attendance at parental involvement events

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will work to communicate parental engagement opportunities through parent square and through other communication methods</p> <p>Strategy's Expected Result/Impact: Support parental involvement initiatives that result in an increase in parental engagement. The data will be compared to family engagement opportunities during the 2022-2023 school year and the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Campus Principal, Parent Liasion, and CIS.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div><div>Nov</div><div><div>40%</div></div><div>November Evidence of Progress</div><p>Parent communication is sent out through newsletters, emails, and via Parentsquare. There have been several opportunities for parental engagement on campus. We are seeing some great turnouts for these events. The Thanksgiving meal we saw a huge increase compared to last year.</p></div> <div><div>Jan</div><div><div>55%</div></div><div>January Evidence of Progress</div><p>Parent communication is sent out through newsletters, emails, and via Parentsquare. There have been several opportunities for parental engagement on campus. We are seeing some great turnouts for these events. We added a new one this year in the fall. LJH held a Community Fall Festival. We will also add a Coffee with the principal, and add opportunities for parents to volunteer during lunches.</p></div> <div><div>Mar</div><div><div>100%</div></div><div>March Evidence of Progress</div><p>Parent communication is sent out through newsletters, emails, and via Parentsquare.</p></div> <div><div>June</div><div><div>100%</div></div><div>June Evidence of Progress</div><p>Parent communication is sent out through newsletters, emails, and via Parentsquare. There have been several opportunities for parental engagement on campus. We are seeing a great turnout for campus events.</p></div>

Strategy 2 Details	Reviews
<p>Strategy 2: LJHS will provide opportunities for students to be in leadership roles.</p> <p>Strategy's Expected Result/Impact: At least 20% of walkthroughs students are observed in some type of leadership role.</p> <p>Staff Responsible for Monitoring: Campus Admin. Team, Teachers, Coaches, and District staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>Students led our Veterans Day Program. This year our NJHS students play an active role in the NJHS New Inductees Program.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Students led our Veterans Day Program. This year our NJHS students play an active role in the NJHS New Inductees Program.</div> </div> <div> <div>Mar</div> <div>  55% </div> <div>March Evidence of Progress</div> <div>Students led our Veterans Day Program. This year our NJHS students play an active role in the NJHS New Inductees Program. We had a student start an environmental club.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>Students led our Veterans Day Program. This year our NJHS students play an active role in the NJHS New Inductees Program. We had a student start an environmental club. We look forward to finding more ways in the upcoming school year to place students in leadership roles.</div> </div>


Strategy 3 Details	Reviews
<p>Strategy 3: LJHS will host multiple parental involvement events during the 2023-2024 school year including 6th Grade Orientation, Open House, Elective Showcase / Course Offerings Information Session, student-led conferences for 6th grade students, NJHS induction ceremonies, science fair, Robotics, and ESL parent night.</p> <p>Strategy's Expected Result/Impact: Involve parents in their children's educational experiences at least once a semester, increasing the number of parents on campus.</p> <p>Staff Responsible for Monitoring: Campus administration team, and Parent Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  50% </div> <div>November Evidence of Progress</div> <div>This year so we have had 6th Grade Orientation, Open House, Fall Fest, Loiteria Bingo, and NJHS Induction Ceremonies.</div> </div> <div> <div>Jan</div> <div>  60% </div> <div>January Evidence of Progress</div> <div>Upcoming we have Elective Showcase/Course offerings Information Sessions, UIL Competition at Lockhart JH, and Math Night</div> </div> <div> <div>Mar</div> <div>  100% </div> <div>March Evidence of Progress</div> <div>Parental Involvement opportunities: Robotics, sporting events, elective showcase, course information sessions, awards night, family breakfast, and literacy night.</div> </div> <div> <div>June</div> <div>  100% </div> <div>June Evidence of Progress</div> <div>Upcoming we have Elective Showcase/Course offerings Information Sessions, UIL Competition at Lockhart JH, and Math Night. Parents to assist their child with their schedules for next year after attending a meeting with the counselors about the different classes that are offered at LJHS and, HS. There have been several opportunities for parental engagement on campus. We are seeing some great turnouts for these events. In April we had a Literacy Night with a great turnout. This was the first year. We had Math Night in the Fall with a good turnout. There was a Theatre Arts performance, a choir and orchestra performance, and a band performance. There were Awards Nights held for each grade level where students were recognized for attendance, academic achievements, and citizenship.</div> </div>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>Accomplished</div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	









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

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

Evaluation Data Sources: T-TESS Evaluations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Every teacher will meet with their T-TESS appraiser once every 9 weeks for strategic coaching and support focused on teachers' student and professional growth goals.</p> <p>Strategy's Expected Result/Impact: Teachers meeting their T-TESS student and professional growth goals</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>30%</div><div>Some progress has been made. Some formal and some informal meetings. The Leadership Support Team has reviewed and discussed teacher T-TESS goals.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>60%</div><div>The Leadership Support team provides coaching in a formal and informal setting based on the needs of the teacher. All T-TESS evals will be scheduled by the end of January.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div><div><div>55%</div><div>The Leadership Support team provides coaching in a formal and informal setting based on the needs of the teacher using tiered support.</div></div></div> <div><div>June</div><div>June Evidence of Progress</div><div><div></div><div>The Leadership Support team provides coaching in a formal and informal setting based on the needs of the teacher using tiered support. All teachers were evaluated on T-TESS and received an end-of-the-year summative.</div></div></div>









Strategy 2 Details	Reviews
<p>Strategy 2: Provide more leadership opportunities for staff.</p> <p>Strategy's Expected Result/Impact: Teachers who feel that there are leadership opportunities will increase by 10% based on The Lockhart ISD 360 Degree survey.</p> <p>Staff Responsible for Monitoring: LJHS Admin Team</p>	<div> <div> Nov  </div> <div> November Evidence of Progress <p>Several teachers have been placed in leadership roles for the first time. For example student council, two department leads, teacher-led PDs, an athletic coordinator, and NJHS.</p> </div> </div> <div> <div> Jan  </div> <div> January Evidence of Progress <p>Several teachers have been placed in leadership roles for the first time. For example student council, two department leads, teacher-led PDs, an athletic coordinator, and NJHS.</p> </div> </div> <div> <div> Mar  </div> <div> March Evidence of Progress <p>Several teachers have been identified as high-potential teachers. Part of our shared leadership plan is to provide more opportunities for teachers to be in leadership roles.</p> </div> </div> <div> <div> June  </div> <div> June Evidence of Progress <p>Several teachers have been placed in leadership roles for the first time. For example student council, two department leads, teacher-led PDs, an athletic coordinator, and NJHS. We had a teacher lead the CIT meeting in March. A form was sent out in May to see if teachers would like to lead a PD during the upcoming school year.</p> </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

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

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

- Evaluation Data Sources:** New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: LJHS will support new to profession teachers by continuing its new-to-profession induction program that meets once a month</p> <p>Strategy's Expected Result/Impact: New-to-profession teacher survey results indicate that the relationship between them and their mentor was beneficial to their professional growth.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	<div><div>Nov</div><div>November Evidence of Progress</div><div><div>55%</div><div>New to the profession teachers' training has been held on September 12th, October 17th, and November 7th.</div></div></div> <div><div>Jan</div><div>January Evidence of Progress</div><div><div>55%</div><div>New to the profession teachers' training has been held on September 12th, October 17th, and November 7th. January was to be rescheduled due to a bad weather day.</div></div></div> <div><div>Mar</div><div>March Evidence of Progress</div><div><div>80%</div><div>New to the profession teachers are part of Lockhart ISD's induction program. They receive PD 3-5 half days per year.</div></div></div> <div><div>June</div><div>June Evidence of Progress</div><div><div>100%</div><div>New to the profession teachers' training has been held on September 12th, October 17th, and November 7th. January was to be rescheduled due to a bad weather day. New teachers also attended district PD in May. New teachers and mentors submitted final paperwork identifying the amount of support that they received during the school year.</div></div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: New to profession teachers will engage in quarterly learning walks.</p> <p>Strategy's Expected Result/Impact: New to profession teachers learning about LJHS instructional structures and systems.</p> <p>Staff Responsible for Monitoring: Lever Leaders, Department administrator, department chairs, mentor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>  40% </div> <div>November Evidence of Progress</div> <div>The new to profession conducts learning walks during the new teacher inductions in classrooms across Lockhart ISD.</div> </div> <div> <div>Jan</div> <div>  55% </div> <div>January Evidence of Progress</div> <div>The new to profession conducts learning walks during the new teacher inductions in classrooms across Lockhart ISD.</div> </div> <div> <div>Mar</div> <div>  70% </div> <div>March Evidence of Progress</div> <div>The Leadership Support team provides coaching in a formal and informal setting based on the needs of the teacher using tiered support.</div> </div> <div> <div>June</div> <div>  </div> <div>June Evidence of Progress</div> <div>The Leadership Support team provides coaching in a formal and informal setting based on the needs of the teacher using tiered support.</div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	









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

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

Evaluation Data Sources: Individual coaching and support meetings.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Teacher leaders will be trained and mentored on how to effectively support teachers in their departments.</p> <p>Strategy's Expected Result/Impact: Campus engagement survey results indicating that teachers felt that they received timely feedback and felt supported by instructional leaders.</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<div><div>Nov</div><div><div>55%</div></div><div>November Evidence of Progress</div><p>Teacher leaders met with Scott Lipton in August and September. Developing addressing coaching strategies and referencing some books on coaching. The team also decided on systems that the team created this school year.</p></div> <div><div>Jan</div><div><div>85%</div></div><div>January Evidence of Progress</div><p>An engagement survey was emailed out to the staff in December to determine areas that they feel are going well and areas where they need more support.</p></div> <div><div>Mar</div><div><div>75%</div></div><div>March Evidence of Progress</div><p>Teacher leaders receive ongoing PD to learn effective ways to provide support to those that they lead/coach.</p></div> <div><div>June</div><div><div></div></div><div>June Evidence of Progress</div><p>Teacher leaders met with Scott Lipton several times to receive coaching on how to support teachers in the classroom, as well as implementation of our Shared leadership Model. An engagement survey was emailed out to the staff in December to determine areas that they feel are going well and areas where they need more support.</p></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teacher leaders will provide their department's teachers with instructional feedback utilizing a specific teacher-leader feedback tool.</p> <p>Strategy's Expected Result/Impact: Department chairs providing meaningful feedback to teachers in their department once a week</p> <p>Staff Responsible for Monitoring: Department administrator, department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>  <div>In Progress</div> </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>  <div>In Progress</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>  <div>In Progress</div> </div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> <div>  <div>In Progress</div> </div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: 100% of core-content PLCs will be teacher-led by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Develop instructional leadership capacity in teachers.</p> <p>Staff Responsible for Monitoring: Lever Leaders, and Department Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<div> <div>Nov</div> <div>November Evidence of Progress</div> <div>  <div>The Lever Leader and Admin Grant are leading PLC at this time. She will work with the Department lead to eventually lead some areas.</div> </div> </div> <div> <div>Jan</div> <div>January Evidence of Progress</div> <div>  <div>The LeverLeader is leading PLCs in math and ELAR. The Department Leads in science and social studies are leading PLCs for their content area meeting weekly.</div> </div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> <div>  <div>The LeverLeader and department lead are leading PLCs in math and ELAR. The Department Leads in science and social studies are leading PLCs for their content area meeting weekly.</div> </div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> <div>  <div>The LeverLeader and department lead are leading PLCs in math and ELAR. The Department Leads in science and social studies are leading PLCs for their content area.</div> </div> </div>



No Progress



Accomplished



Continue/Modify



Discontinue