

Lockhart Independent School District
Clear Fork Elementary
2024-2025 Campus Improvement Plan

Mission Statement

We will ensure all member of our school community grow "roots and wings".

"The greatest gifts you can give your children are the roots of responsibility and the wings of independence." Denis Waitley

Vision

As part of Lockhart ISD, Clear Fork Elementary shares our district values which are anchored by three core beliefs.

1. We have a LockHeart for People. We know that when we take care of the people we serve, they are better able to take care of business.
2. We are Locked on Excellence. This means we hold high expectations for ourselves and others in the relentless pursuit of excellent results.
3. We are UnLocking Potential to develop ourselves and others, growing to our fullest potential.

We are a people-focused culture committed to building a legacy of excellence. This is who we are. This is #LockhartLeading.

Core Beliefs

We will face challenges without fear of failure because we know we are loved and have the grit needed to stay the course and succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clear Fork Elementary is a seventy-five year old, Kindergarten-5th grade Title 1 campus in Lockhart ISD. We are a neighborhood school with deep ties to the community.

The current enrollment of 524 students is steadily increasing. Our Hispanic student group has shown the greatest increase in enrollment.

The campus has four student groups:

- 67% are Hispanic
- 28 % are White,
- 3% are Black
- 2% are Multi-Race

Clear Fork Elementary student groups include:

- 10 students are receiving support/identified ESL
- 29 students receive support from Gifted and Talented services
- 123 students receive support from Special Education services
- 57.25 % are economically disadvantaged

Approximately 2/3 of the students reside within the city limits and 1/3 of students live in Maxwell and the surrounding areas.

Demographics Strengths

Clear Fork Elementary has many strengths. Some of the most notable demographics include:

- Clear Fork Elementary is proud of the long legacy of excellence and deep roots with the community.
- Families move into our area just for our school. Clear Fork is also attracting students from charter and private schools.
- Because our families value education, we have many supportive parents and students who are committed to success.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 2 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork strives to create inclusive clubs such as stem, theatre, dance, choir, Legos and many more.
- The teachers at Clear Fork work hard to provide rigorous, innovative instruction and authentic relationships with all students.
- The Foundational learning program provides each student with relevant and accommodating individualized learning experiences. This includes life skills and specialized curriculum tailored to each student need. Experiences are also provided within the general education setting.
- Clear Fork has consistently increased the teacher retention and employee satisfaction rates.

- Clear Fork Elementary School has partnered with Texas State University and currently has 4 Fellows who will complete their Master's degree while teaching at CFE.
- Clear Fork is part of the Holdsworth Shared Leadership Team.

Together, our diverse group of students, parents, families, and teachers, provides the best educational and social-emotional experiences possible.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CFE ended the year with a 92.88% This is below district expectations and the campus goal of 94%. **Root Cause:** Attendance rates have not recovered since COVID. Traditional incentives and monitoring systems do not appear to be enough to increase attendance rates. Role clarity among office staff and more time-sensitive monitoring systems are now in place for the 24-25 school year.

Student Learning

Student Learning Summary

CFE would have potentially received an overall rating of B for the 23-24 school year.

The following are grade-level and subject-area performance levels for the 22-23 STAAR 2.0:

3rd Grade STAAR Reading Performance Levels:

- Approaches 70%
- Meets 41%
- Masters 23%

3rd Grade STAAR Math Performance Levels:

- Approaches 62%
- Meets 29%
- Masters 12%

4th Grade STAAR Reading Performance Levels:

- Approaches 84%
- Meets 56%
- Masters 2212%

4th Grade STAAR Math Performance Levels:

- Approaches 55%
- Meets 30%
- Masters 2010%

5th Grade STAAR Reading Performance Levels:

- Approaches 86%
- Meets 67%
- Masters 36%

5th Grade STAAR Math Performance Levels:

- Approaches 91%
- Meets 63%
- Masters 17%

5th Grade STAAR Science Performance Levels:

- Approaches 70%
- Meets 26%
- Masters 17%

Student Learning Strengths

- CFE potentially maintained an overall rating of B
- We increased our Domain 3: Closing the Gaps score from 77 to 81
- Within 1% of Domain 1: Student Achievement Score from 21-22 STAAR (78%) to 22-23 STAAR 2.0 (77%)
- In the 23-24 STAAR data, CFE met or exceeded state in approaches, meets, and masters in 5th Reading and 5th Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 4th and 5th grade Hispanic students' STAAR Reading achievement and growth scores are lower than their white peers. Hispanic student STAAR Reading achievement score is 52% meet goal while White student achievement is 71%. Hispanic STAAR Reading student growth score is 85% meet goal while White student growth score is 93%. **Root Cause:** The student enrollment to students receiving Special Education services ratio is within 5 % of one another. 72% (80 out of 114) of the students receiving special education services are coded as Hispanic. 67% of enrolled students at CFE are coded as Hispanic. However, only 26% (6 out of 23) students receive g TAG (Gifted and Talented) services are coded as Hispanic.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Clear Fork Elementary is guided by the district's TEKS scope and sequence in the TEKS resource system and the results of district and campus based assessments. The scope and sequence promotes 21st Century Skills including critical thinking and problem-solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Teachers collaborate during team meetings to discuss HOW they will teach key components; what are the expectations for student learning objectives; vocabulary; and how they will provide both accommodations and extensions.

Assessment plays a major role in decision making and takes on many different forms at Clear Fork Elementary. Authentic assessments allow students to demonstrate their learning through related performance, products, and presentations will be a campus goal. By ensuring all grade level skills are taught and students learn them, Clear Fork Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus-level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten and first grade focus on I-station, DreamBox, leveled readers, and district/campus assessments. Second through fifth grade focus on STAAR (3rd-5th only), I-station, RenMath and district/campus assessments. Special courses and programs such as physical education, music, art, special education, gifted and talented (GT), dyslexia, and reading and math intervention use the same standard of assessment as the grade levels of their students.

Weekly grade level and special programs (Foundational Learning, Dyslexia and Special Areas) Professional Learning Communities (PLCs) are held between grade level teachers with the support of instructional coaches, RtI lead teacher and campus administration. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have a daily common planning time. Grade levels and programs meet four times during the year, with the principal to analyze data and map out strategies.

CFE's focus goes beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure instructional time is protected and students are taught from bell to bell. Teachers and students are not pulled out of the classroom for unnecessary reasons. School-wide public announcements are limited to decrease disruptions to the classroom.

School Processes & Programs Strengths

Clear Fork Elementary is proud of the our strengths of our school processes and programs such as:

1. Our students. We absolutely love each and every one of them for the talent, respect, unique perspectives and cultures...and laughter they bring each day!
2. Clear Fork Elementary is truly dedicated to being a learning community that strives to continually grow and develop the skills needed to ensure success for all students. We are currently partnering with:

- LISD Shared Leadership Program-4 Lever Leaders (1/2 classroom teacher and 1/2 instructional coach) were hired to support the instructional needs of students and teachers

3. Clear Fork has implemented inclusive systems for students receiving services in either resource/inclusion and/or Foundational Learning classes including, but not limited to community-based field trips, weekly cooking classes and daily opportunities to interact socially and academically with non-disabled peers.
4. Our teachers have a strong sense of purpose and urgency for using best instructional practices, as placed upon them by the active school community.
5. Daily safety protocols and monthly drills are part of our culture and in compliance with regulative laws.
7. Two of our teachers chose to loop up with their classes. We are already seeing the benefits of this model!
8. CFE was the recipient of \$14,000+ in grants last by the LISD Education Foundation. All of the funds are currently being used to purchase items for classrooms, school grounds and supplies for our clubs.
9. While schools around the nation struggle with staffing shortages, CF has been fully staffed since the end of June. The on-going support of our school community helps us retain and recruit the most highly qualified faculty and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC protocols are inconsistent among grade levels and teams. **Root Cause:** Typically team leaders facilitate PLCs. Lack of time to prep for PLCs due to the demands of classroom teacher responsibilities thwart efforts to fully implement PLCs. Solution was to become a LISD Shared Leadership Campus. CFE has 4 Lever Leaders/Instructional Coaches and Team Leaders who will facilitate PLCs this year.

Perceptions

Perceptions Summary

Parents, teachers, and students at Clear Fork Elementary take pride in their school's rich history and extensive ties to the community along with the school's reputation of success. Our school community wholeheartedly believes in the importance of helping our students "grow roots" in their community while also "growing wings" they will need to follow their passions and talents.

The perception of Clear Fork Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. One of the core beliefs at Clear Fork Elementary is that students will face challenges without fear of failure because they know they are loved and have the grit needed to stay the course and succeed. Clear Fork staff and school community are committed to encouraging students to take charge of the own success by creating a culture of innovation and independence.

Perceptions Strengths

Clear Fork Elementary celebrates these strengths:

- Teacher informal survey results reveal they are dedicated and work together for the success of the students.
- Differentiation-student's individual learning needs are assessed and teachers provide instruction at the student's level. LISD has provided additional staff (teacher & aides) to help close gaps in both reading and math. There are a total of 4 Lever Leaders (instructional coaches), 1 TAG (gifted and talented), 3 resource/inclusion teachers, 2 interventionist and 4 instructional aides to support student and teacher instructional needs.
- Clear Fork has a supportive, family-like staff. Clear Fork students in looping classes feel particularly close to their teacher and were excited to "meet" at the start of this school year.
- Informal parent feedback reports CFE has a strong positive reputation in the community. Clear Fork receives a high volume of transfer requests each year.
- CFE has an open door policy and welcomes parent input and questions.
- Active social media presence on Facebook and Twitter.
- Strong involvement in district and community events .
- Whole child needs are met by providing before and after school clubs and extra-curricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Clear Fork is perceived as a neighborhood school surrounded by middle income family homes. Clear Fork is proud to serve a diverse school community of varying socioeconomic status from Maxwell to Lockhart **Root Cause:** The highly visible volume of cars and walkers overshadows the four buses that provide transportation for our students who live in Maxwell and surrounding areas. Additionally, all school events are currently held at Clear Fork Elementary. Efforts are being made to plan more school functions in Maxwell to provide easier access and build stronger relationships with all of our school community.

Priority Problem Statements

Problem Statement 1: Our 4th and 5th grade Hispanic students' STAAR Reading achievement and growth scores are lower than their white peers. Hispanic student STAAR Reading achievement score is 52% meet goal while White student achievement is 71%. Hispanic STAAR Reading student growth score is 85% meet goal while White student growth score is 93%.

Root Cause 1: The student enrollment to students receiving Special Education services ratio is within 5 % of one another. 72% (80 out of 114) of the students receiving special education services are coded as Hispanic. 67% of enrolled students at CFE are coded as Hispanic. However, only 26% (6 out of 23) students receive g TAG (Gifted and Talented) services are coded as Hispanic.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PLC protocols are inconsistent among grade levels and teams.

Root Cause 2: Typically team leaders facilitate PLCs. Lack of time to prep for PLCs due to the demands of classroom teacher responsibilities thwart efforts to fully implement PLCs. Solution was to become a LISD Shared Leadership Campus. CFE has 4 Lever Leaders/Instructional Coaches and Team Leaders who will facilitate PLCs this year.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals


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



Performance Objective 1: Performance Objective 1: During the 2024-2025 school year, 80 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading. During the 23-24 school year, 60% of K-5 students reached their 1.5 goal. Kindergarten is our priority grade as only 34% of kindergarten students reached their 1.5 goal during the 23-24 school year.



High Priority







HB3 Goal

- Evaluation Data Sources:** ISIP Reports
 2024 STAAR Reading
 District Assessments
 Running Records
 Anecdotal Notes
 Formative Assessments
 Curriculum-based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Differentiated Instruction and Flexible Grouping Using Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of the 36 weeks, 80% of Kindergarten students will be able to Identify 31 uppercase/lowercase letter sounds, including long and short vowel sounds as measured by common assessments. Additionally, 80% of students will be Tier 1 for Letter Sound as measured by ISIP</p> <p>Staff Responsible for Monitoring: Lexie Borrego-Team Leader Nicky Lawrence - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 1st grade students will show mastery of academic vocabulary using Seesaw assessments. As a result, 80% of students will show mastery of academic vocabulary terms according to the rubric.</p> <p>Staff Responsible for Monitoring: Holly Prine-Team Leader Michelle Stephenson - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 2nd grade students will read grade-level text with fluency, thus improving reading comprehension. As a result, 80% of 2nd graders will score Tier 1 on Istation.</p> <p>Staff Responsible for Monitoring: Michelle Stephenson - (Lead) Kristi Summers - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

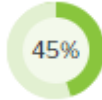
Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 3rd grade students will provide a comprehensive written response to a reading prompt that includes text evidence. Evaluated by grade level rubric, tracked with Google Sheet.</p> <p>Staff Responsible for Monitoring: Nicky Lawrence - (Lead) Kaitlin Alfaro - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiated Instruction using ISIP and Amplify Assessments, Lessons and Progress Monitoring during Small Group Instruction</p> <p>Strategy's Expected Result/Impact: By the end of the 36 instructional weeks, 80% of 5th grade students will be able to identify a claim and use text evidence to support a written response as measured by formative assessments, CBAs, and benchmark.</p> <p>Staff Responsible for Monitoring: Kayla Garcia-(Lead) Alyssa Villarreal - Team Lead</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 6 Details	Reviews			
<p>Strategy 6: Discrete trials, whole group alphabet review, daily small group work with teacher, manipulatives, visuals, charts, letter cards, repetition</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, our focus group of students will be able to identify the printed letters of their own names receptively or expressively in 4 out of 5 trials. tracked on google sheets</p> <p>Staff Responsible for Monitoring: RoAnn Bartsch - Team Lead Hale/Powell - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed STAAR Reading in previous year will meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Administrators-Michelle Hale and Jillian Powell (Lead)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



Goal 2: Goal 2: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in math.

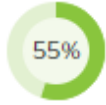

Performance Objective 1: During the 2023-2024 school year, 75 % of 2-5 Clear Fork students will make 1.5 years of growth progress in math. 4th grade is our priority grade as they fell short of the goal with 47% reaching their 1.5 goal.






Evaluation Data Sources: Dreambox (Kindergarten and First Grade only)
 Bi Monthly Renaissance Math Assessment (2nd-5th only)
 2022 STAAR Math
 Reflex Math
 Formative Assessments
 Curriculum-based Assessments (CBAs)

Strategy 1 Details	Reviews			
<p>Strategy 1: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% Kindergarten students will be able to count to 100 as measured by common assessment. Tracked in Google Sheets.</p> <p>Staff Responsible for Monitoring: Lexie Borrego - Team Leader Nicky Lawrence - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of grade 1 students will be able to count by 1 forward and backward within 120 as measured by common assessment-Seesaw. Google Sheet Tracker 1.5D, 1.3D</p> <p>Staff Responsible for Monitoring: Holly Prine-Team Leader Michelle Stephenson - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 2nd grade students will score a 3 on a common assessment focused on word problems; graded with a rubric; tracked on Google Sheets. Additionally, 80% of students will reach their 1.5 growth goal as measured by RenMath.</p> <p>Staff Responsible for Monitoring: Michelle Stephenson-(Lead) Kristi Summers - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 3rd grade students will be able to develop a plan to solve one and two step word problems involving addition and subtraction using problem solving skills (four looks model - developing a model and solving correctly).</p> <p>Staff Responsible for Monitoring: Nicky Lawrence-(Lead) Kaitlin Alfaro - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: Math Goal #1:By the end of 36 instructional weeks, 80% of 4th grade students will be able to 4.2(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals as measured by formative assessments and CBA data. In addition, Math Goal #2: By the end of 36 instructional weeks, 80% of 4th grade students will be able to solve one- and two-step problems involving multiplication and division. 4.4H</p> <p>Staff Responsible for Monitoring: Allyson Flinn-(Lead) Taylor Jackson - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 6 Details	Reviews			
<p>Strategy 6: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, 80% of 5th grade students will be able to add and subtract positive rational numbers fluently as measured by formative assessments, CBAs, and benchmark.</p> <p>Staff Responsible for Monitoring: Kayla Garcia-(Lead) Alyssa Villarreal - Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Differentiated Instruction using flexible groups, sentence stems and visuals during Math Workshop.</p> <p>Strategy's Expected Result/Impact: By the end of 36 instructional weeks, our focus group students will be able to identify the numbers 1-10 receptively or expressively in 4 out of 5 trials. Tracked in google sheets</p> <p>Staff Responsible for Monitoring: RoAnn Bartsch - Team Lead Hale/Powell - (Lead)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 224 - IDEA B, SpEd</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Implement campus acceleration learning plans for all students.</p> <p>Strategy's Expected Result/Impact: 80% of the students who failed Math STAAR in previous year would meet the Approaches Grade Level student performance</p> <p>Staff Responsible for Monitoring: Administrators: Michelle Hale and Jillian Powell (Lead)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: Campus attendance rate will meet or exceed 94% average daily attendance rate for the 2024-2025 school year. The CFE average attendance for the 2023-2024 school year was 92.88%


Evaluation Data Sources: ADA


Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Build Classroom and School-wide Communities: Daily Classroom Morning Meetings and Weekly School-wide Family Meetings to build relationship, address social-emotional needs and monitor and celebrate goal completion. Leading Indicators: Daily ADA Monitoring/Support: Clear Fork Leadership team will review Tier 2 (90-94% attendance rate) and Tier 3 (less than 90% attendance rate) concerns. Intervention plans will be made and monitored accordingly.</p> <p>Strategy's Expected Result/Impact: Improved attendance due to stronger relational capacity</p> <p>Staff Responsible for Monitoring: Assistant Principal, Jillian Powell (Lead)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.


Performance Objective 2: 80% of CF families will participate in at least 1 school function during the 24-25 school year.


Evaluation Data Sources: Sign In Sheets from Family Engagement Events
Engagement Logs
Progress Monitoring of Goals 1 and 2 (Reading and Math)

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Communicate with families via social media, Parent Square and weekly newsletters regarding family engagement opportunities. Family Game Nights per semester (1 Math and 1 Reading Family Night per Semester) and Drug and Safety Awareness classes are just a few examples.</p> <p>Strategy's Expected Result/Impact: Increased engagement and improved communication with families will strengthen home-school relationships and academic connections. As a result, 1.5 reading and math goals will be met.</p> <p>Leading Indicator: Sign in sheets will be used to note and track family participation. Progress Monitoring of reading and math goals 1 and 2.</p> <p>Support: Administrators and/or counselor will reach out to parents who are not engaging in school activities.</p> <p>Staff Responsible for Monitoring: Principal, Michelle Hale (Lead)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished


 Continue/Modify


 Discontinue


Goal 3: Goal 3: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.


Performance Objective 3: By mid-May, 90% of 3rd, 4th, and 5th grade students surveyed will be able to name one adult they feel connected to at CFE, identify as feeling safe at school and having adequate opportunities to move their bodies throughout the school day.


Evaluation Data Sources: Beginning, Middle and End of Year Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: Students will have structured movement and social-emotional learning opportunities (Leader in Me, Brain Breaks, Go Noodle). Students will also have a choice of AM and PM clubs such as: Theatre, Honor Choir, Ballet Folkorico, Lego Club, Clear Fork Chronicles, Little STEMS, and Student Council. Leading Indicator: Beginning, Middle and End of Year Student Surveys Monitoring/Support: Daily wellness check-ins during morning meetings.</p> <p>Strategy's Expected Result/Impact: Improved relational capacity, safety and overall health (emotional and physical) of students as measured by beginning, middle and end of year surveys.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and counselor Hale/Powell (Lead)</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 4: Goal 4: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: By the end of the 24-25 school year, 100% of Clear Fork students will leverage technology to set Wildly Important Goals (WIGs), monitor progress and conduct a student-led conference with an adult of their choosing. Students have a 36 week WIG which is broken into 9, 18, 24 and 36 week progress goals.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy: 1st 9 Weeks: Establish goals and monitoring systems 2nd 9 Weeks: Share goal progress with a respected adult. 3rd/4th 9 weeks: Lead Student-led Conferences with respected adult. Leading Indicators: Beginning, Middle and End of Year Student Agency Surveys Monitoring/Support: Student-led Conferences Completion Log</p> <p>Strategy's Expected Result/Impact: Student Agency will increase and positively impact student achievement. for students in all student populations</p> <p>Staff Responsible for Monitoring: Classroom Teachers Hale/Powell (Lead)</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	7			\$0.00
Sub-Total					\$0.00