

Lockhart Independent School District
Lockhart High School
2019-2020 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: September 19, 2019

Mission Statement

The mission of the faculty and staff at Lockhart High School is to educate, inspire passion, instill pride, and create a positive atmosphere that supports developing citizens who take responsibility for their choices and make a contribution in an ever evolving world.

Vision

All students will strive for excellence through continuous improvement and they will graduate prepared for personal success in their career and life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lockhart High School currently serves 1,694 students in grades 9th-12th with the expectation of increased growth throughout the school year. LHS has seen enrollment continually increase over the past four years. LHS has consistent growth and LISD is considered a fast-growing school district. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education, and EL students.

The campus has three student groups that reflect most of the student population.

- 71.1% of our students are Hispanic
- 22.0% of our students are White
- 5.0% of our students are African-American
- 62.0% of our students are Economically Disadvantaged
- 11.8% of our students are English Learners

As our population increases each year, we are receiving more students who are SPED, EL and on free/reduced lunch. Our teacher demographics do not represent our student demographics, so as a campus, we are developing ways for our teachers to connect to our students and have our students connect to the school. Our attendance data has been consistently low over the past 5 years. Last year our cumulative attendance was 93.8%. LHS will continue to make attendance a priority and put systems and incentives into place to increase student attendance. The campus leadership team has determined a goal and will implement attendance strategies for the 2019-20 school year, including incentives for students and staff.

Demographics Strengths

At Lockhart HS, we believe diversity strengthens our learning community.

1. Our student population comes from diverse backgrounds that enrich the learning environment through the sharing of personal experiences.
2. Our EL students add cultural experiences to our school.

3. Students at Lockhart HS are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LHS ended the school year with a 93.8% attendance rate which is 3.2% below district expectations. **Root Cause:** The number of students who are chronically absent is still high. Varying reasons cause our students to miss school, which range from flu outbreaks to weather related incidents.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Lockhart High School met these targets:

Student Achievement - LHS score: 76

Student Progress - LHS score: 79

Closing Performance Gaps - LHS score: 72

These scores result in LHS receiving a 2019 Texas Accountability Met Standard rating with an overall score of 77.

Lockhart High School makes a commitment to excellence.

The graduation rate for LHS students is 94.6%.

The percentage of students meeting TSI criteria for ELA/Reading and mathematics was 28%.

The percentage of students earning an industry-based certification from the approved list was 4%.

On the 2019 STAAR, the following scores for all grades show the percentage at the Approaches level:

54.72% English I

58.37% English II

78.83% Algebra 1

76.55% Biology

78.8% US History

On the 2019 STAAR, the following scores for all grades show the percentage at the Meets level:

36.79% English I

37.78% English II

54.64% Algebra 1

45.42% Biology

49.88% US History

On the 2019 STAAR, the following scores for all grades show the percentage at the Masters level:

7.55% English I

3.17% English II

38.23% Algebra 1

11.94% Biology

21.93% US History

Student Academic Achievement Strengths

LHS STAAR progress measure for expected growth increased by 18%.

LHS ranks in Q1 for the following areas when comparing LHS with the other schools in their comparison group:

- Advanced/Dual-Credit Completion: ELA/Reading (9–12)
- Average ACT Score: Science

LHS offers multiple pathways for students to take advanced academic courses which include Advanced Placement classes, dual-credit courses, and dual-enrollment courses.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of STAAR EOC English I and English II students at the approaches level of performance was below 70%. **Root Cause:** The procedure to track and monitor student writing performance needed to have more structure.

Problem Statement 2: The percentage of total graduates meeting TSI criteria in both ELA/Reading and Mathematics was 28% for 2019 reporting year.

Root Cause: Clearly defined procedures to monitor and assess student performance was not established.

Problem Statement 3: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year.

Root Cause: Clearly defined procedures to monitor and assess certification attainment was not established.

School Processes & Programs

School Processes & Programs Summary

Instructional:

- Fundamental 5 Instructional Framework - Implemented School-Wide
- Writing Across the Curriculum Initiative
- Use of Common Assessments
- Reading, Writing, and Mathematics Intervention Plan and Assistance for Students
- Renaissance Reading Program for student interventions. The program will provide data, instructional support, and enrichment for students
- Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (9-12) and co-teach
- Will support students identified as dyslexic by providing reading support

Curricular:

- The campus will implement an instructional model to implement rigorous curricula and assessments aligned with state standards, E3 Alliance, and ensuring weekly PLC Meetings.
- The campus will ensure the creation of LISD Lesson Plans by successfully loading plans into Google Drive.
- The campus will implement research-based teaching practices while utilizing the district curriculum system (TRS), and the Fundamental 5 routines/strategies.

Personnel:

- The campus will attract and retain highly qualified teachers who are aligned to the campus vision by offering solid mentoring, a PLC model which provides support, and ongoing awards and recognition.
- The campus will treat faculty/staff as a valuable resource and provide professional development opportunities such as Digital Technology, 7 Steps, along with district support.
- The campus will implement collaborative structures (PLCs) to guide data-driven decision making regarding instructional practices and provide collegial support.
- The campus will support teacher growth (T-TESS) in the areas of planning, instruction, learning environment, and professional practice and responsibilities by providing initial training and ongoing support with goal setting meetings.
- The Campus Principal has created a series of professional development opportunities for new and novice teachers. nine hours of support will be provided at the campus level by campus administration, district support staff, campus instructional coaches, and lead teachers to help retain new/novice teachers.

School Processes & Programs Strengths

The processes and program strengths will ensure every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices.

The processes and program strengths will ensure there are high-quality teachers and staff in every classroom and throughout the school.

Differentiated learning for all learners. Growth-Mindset and Accountability.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The expectation for professional learning communities was not established campus-wide. **Root Cause:** The purpose and structure was not clearly communicated.

Problem Statement 2: The coaching component of the Power Walk cycle was not implemented efficiently. **Root Cause:** The structure for monitoring the coaching cycle was not established.

Perceptions

Perceptions Summary

Lockhart High School is an established campus which had a high teacher turnover this past school year.

LHS staff, students, parents and community members take pride in our school. Our commitment is to always base every decision we make on what is best for students. With the continuous growth of our campus, we will need to look for ways to effectively meet the needs of our students, families and staff.

LHS strives to build positive relationships with our students and parents. The administration and staff have increased our effort with parent communication through weekly newsletters, school website, Twitter, Facebook and the creation of a parent organization to meet with Mr. Castro, the campus principal.

Perceptions Strengths

LHS has recruited over 30 faculty and staff members this school year and allowing us to create a truly diverse teaching staff that brings a wide range of skills. Each person will contribute to a rigorous classroom setting with high expectations for all students.

The LHS staff has worked diligently to provide a smooth beginning of the year for our new students as well as our returning students. This effort ensures teachers are visible during passing periods and implementing the tenets of PBIS.

Increased parent communication by providing parents with weekly updates from teachers.

LHS has an open door policy and welcomes parent input and questions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The teacher turnover rate is high for LHS. **Root Cause:** The amount of teacher training or support needed to be higher.

Priority Problem Statements

Problem Statement 1: LHS ended the school year with a 93.8% attendance rate which is 3.2% below district expectations.

Root Cause 1: The number of students who are chronically absent is still high. Varying reasons cause our students to miss school, which range from flu outbreaks to weather related incidents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of STAAR EOC English I and English II students at the approaches level of performance was below 70%.

Root Cause 2: The procedure to track and monitor student writing performance needed to have more structure.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The percentage of total graduates meeting TSI criteria in both ELA/Reading and Mathematics was 28% for 2019 reporting year.

Root Cause 3: Clearly defined procedures to monitor and assess student performance was not established.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year.

Root Cause 4: Clearly defined procedures to monitor and assess certification attainment was not established.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: The expectation for professional learning communities was not established campus-wide.

Root Cause 5: The purpose and structure was not clearly communicated.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: The coaching component of the Power Walk cycle was not implemented efficiently.

Root Cause 6: The structure for monitoring the coaching cycle was not established.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: The teacher turnover rate is high for LHS.

Root Cause 7: The amount of teacher training or support needed to be higher.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: All students will demonstrate academic growth.

Performance Objective 1: At the end of the 2019-2020 school year, the percentage of students meeting STAAR standards for all STAAR EOCs will demonstrate an increase in the following amounts:

For English I and English II:

Approaches will increase by at least 15% ;

Meets will increase by at least 10%; &

Masters will increase by at least 5%.

For Algebra 1, Biology, and US History:

Approaches will increase by at least 10% ;

Meets will increase by at least 10%; &

Masters will increase by at least 5%.

Evaluation Data Source(s) 1: Checkpoint Data & Interims

PLC Cycle Implementation

Fundamental Five Power Walk & Walkthrough Data

Lesson Plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.</p>	LHS Administration Lead Teachers Teachers	Immediate reteach and interventions will take place after each assessment based on testing results. Administration will lead the first cycle of PLC work with the expectation that lead teachers will transition to facilitating PLC work. Administration should be present in all PLCs.				
	Problem Statements: School Processes & Programs 1					
<p>2) All High School teachers in academic core subjects will receive training on how to access accommodations and modifications on Eduphoria.</p>	HS Administration SPED Lead Teachers	Teachers will know the importance of modifications and how they impact students' disabilities. Use of accommodations will be evident in classroom walkthroughs. 90% of SPED students will maintain or demonstrate progress on State assessments.				
	Problem Statements: Student Academic Achievement 1					
<p>TEA Priorities Recruit, support, retain teachers and principals 3) High School administrators and lead teachers will receive training on Powerwalks and Fundamental 5 and conduct PowerWalk walk throughs that will set the expectation for core instructional practices in all classrooms.</p>	LHS Administration High School Trained HS Lead Teachers	The quality of tier one instruction will improve and lead to more students making academic progress than compared to the previous year. Further, Fundamental 5 Powerwalks data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
	Problem Statements: Perceptions 1					
<p>TEA Priorities Build a foundation of reading and math 4) Lockhart High School will implement a writing across all content areas program.</p>	LHS Administration Lead Teachers	Department meetings will see improvement during quarterly meetings to review writing samples. Proficiency in writing based on campus rubric and EOC STAAR scores will demonstrate that all students will be able to maintain or demonstrate progress from their previous performance in their most recent comparable STAAR EOC efforts.				
	Problem Statements: Student Academic Achievement 1, 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 5) Students, teachers, and principals will maintain a self-monitoring data reflection sheet or an electronic data binder that details how students are progressing and action steps being taken to intervene when necessary.	LHS Administration Lead Teachers.	Students will be able to self-monitor their progress, develop goals and hold themselves accountable for their progress on their STAAR EOC exams. Teachers and principals will be able to identify strengths and weaknesses of students and host data conversations.				
Problem Statements: Student Academic Achievement 1, 2						
6) Submission of weekly lesson plans.	LHS Administration Lead Teachers Teachers	Clear evidence of the district approved curriculum will be apparent in lesson plans and instructional practices.				
Problem Statements: Student Academic Achievement 1, 2, 3						
TEA Priorities Recruit, support, retain teachers and principals 7) Implement the tenets of the Fundamental 5.	LHS Administration	Implementation will be at the following rates: Lesson Frame - 85% Power Zone - 60% Frequent Small Group Purposeful Talk - 20% Recognize & Reinforce - 20% Write Critically - 15%				
Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of STAAR EOC English I and English II students at the approaches level of performance was below 70%. Root Cause 1: The procedure to track and monitor student writing performance needed to have more structure.
Problem Statement 2: The percentage of total graduates meeting TSI criteria in both ELA/Reading and Mathematics was 28% for 2019 reporting year. Root Cause 2: Clearly defined procedures to monitor and assess student performance was not established.
Problem Statement 3: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year. Root Cause 3: Clearly defined procedures to monitor and assess certification attainment was not established.

School Processes & Programs

Problem Statement 1: The expectation for professional learning communities was not established campus-wide. **Root Cause 1:** The purpose and structure was not clearly communicated.

Perceptions


Problem Statement 1: The teacher turnover rate is high for LHS. **Root Cause 1:** The amount of teacher training or support needed to be higher.

Goal 1: All students will demonstrate academic growth.

Performance Objective 2: At the end of the 2019-2020 school year, the percentage of students earning a STAAR progress measure in English II and Algebra 1 will show that all first time tested students will earn a progress measure in English II and Algebra 1. The percentage of students earning a 2 in English II and Algebra 1 for a progress measure will increase by 20%

Evaluation Data Source(s) 2: STAAR EOC Results in English II and Algebra 1.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Common checkpoint assessments will be implemented to monitor our English and Mathematics curriculum. Data and actions will be documented in principal and teacher electronic data folders.	LHS Administration LHS Lead Teachers	Immediate reteach and interventions will take place after each assessment based on ER checklist. Students will demonstrate an a rate of improvement equal or great to 80% showing improvement.				
TEA Priorities Build a foundation of reading and math 2) Blended learning will be implemented in all English II and Algebra 1 classes.	LHS Administration LHS Lead Teachers	Students will be allowed to work in an environment where interventions are targeted to their individual needs.				
						

Goal 1: All students will demonstrate academic growth.

Performance Objective 3: For the 2019-2020 school year, the EL and SPED student groups in the Closing the Gaps domain will meet or exceeds the state targets.

Evaluation Data Source(s) 3: All STAAR EOCs, Checkpoints, Benchmarks, & TELPAS.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Establish Professional Learning Communities meetings that follow cyclical processes to review disaggregated reading data for EL and SPED focus groups and develop action steps.	Mr. Castro Lead Teachers	Teachers will have administrative support in making adjustments to ensure SPED and EL students are on track to meet academic targets.				
Problem Statements: Student Academic Achievement 1						
TEA Priorities Recruit, support, retain teachers and principals 2) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.	LHS Administration Lead Teachers Teachers	Immediate reteach and interventions will take place after each assessment based on testing results. Administration will lead the first cycle of PLC work with the expectation that lead teachers will transition to facilitating PLC work. Administration should be present in all PLCs.				

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: The percentage of STAAR EOC English I and English II students at the approaches level of performance was below 70%. Root Cause 1: The procedure to track and monitor student writing performance needed to have more structure.

Goal 2: To provide an academic program that prepares all students for post-secondary success.

Performance Objective 1: To provide students with the skills to meet TSI requirements in Reading, Writing, and Mathematics. Students successfully meeting college ready standards on the TSI reading, writing, and mathematics exams will increase by 10% for the 2019-2020 school year when compared to the 2018-2019 school year.

Evaluation Data Source(s) 1: TSI data for the graduating class of 2020.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Implementation of the district PLC process and use the process to analyze all testing data such as checkpoint data, benchmark data, etc.	LHS Administration Lead Teachers Teachers	Immediate reteach and interventions will take place after each assessment based on testing results.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
TEA Priorities Build a foundation of reading and math 2) Common checkpoint assessments will be implemented to monitor our English and Mathematics curriculum. Data and actions will be documented in principal and teacher electronic data folders.	LHS Administration LHS Lead Teachers	Immediate reteach and interventions will take place after each assessment based on ER checklist. Students will demonstrate a rate of success which is equal or great to 10%.				
Problem Statements: Student Academic Achievement 2						
TEA Priorities Connect high school to career and college 3) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.	LHS Administration Counseling Staff College & Career Adviser	Provide students with information and access to representatives of institutions of higher education.				
Problem Statements: Student Academic Achievement 3						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: The percentage of total graduates meeting TSI criteria in both ELA/Reading and Mathematics was 28% for 2019 reporting year. **Root Cause 2:** Clearly defined procedures to monitor and assess student performance was not established.

Problem Statement 3: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year. **Root Cause 3:** Clearly defined procedures to monitor and assess certification attainment was not established.

School Processes & Programs


Problem Statement 1: The expectation for professional learning communities was not established campus-wide. **Root Cause 1:** The purpose and structure was not clearly communicated.

Goal 2: To provide an academic program that prepares all students for post-secondary success.

Performance Objective 2: To provide all CTE students with an opportunity to earn certification in their chosen pathway.

Evaluation Data Source(s) 2: The number of students in the class of 2020 earning a CTE certification.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Implementation of the district PLC process and use the process to analyze the number of students earning a certification.	LHS Administration CTE Teachers	Allow for reteach and interventions to take place after each PLC meeting.				
Problem Statements: School Processes & Programs 1						
TEA Priorities Connect high school to career and college 2) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.	LHS Administration Counseling Staff College & Career Adviser	Provide students with information and career paths information by working professionals to increase interest and motivation to want to complete a certification.				
Problem Statements: Student Academic Achievement 3						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year. Root Cause 3: Clearly defined procedures to monitor and assess certification attainment was not established.
School Processes & Programs
Problem Statement 1: The expectation for professional learning communities was not established campus-wide. Root Cause 1: The purpose and structure was not clearly communicated.


Goal 2: To provide an academic program that prepares all students for post-secondary success.

Performance Objective 3: To provide all students in the class of 2020 with access to information regarding all branches of the military.

Evaluation Data Source(s) 3: The number of students entering the military.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college 1) Hold a college and career fair before the end of November for all students in the class of 2020 and by the end of February for all students in the class of 2021.</p>	<p>LHS Administration Counseling Staff College & Career Adviser</p>	<p>Provide students with the information which will provide students insight to career paths from current and former soldiers.</p>				
<p>TEA Priorities Connect high school to career and college 2) Provide military recruiters the appropriate space and time to talk to students while on campus.</p>	<p>LHS Administration Counseling Staff College & Career Adviser</p>	<p>Provide students with information and career paths information by working professionals. ,</p>				




100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: To provide an academic program that prepares all students for post-secondary success.

Performance Objective 4: At the end of the 2019-2020 school year, the number of advanced courses being offered will increase by at least 4 courses for the following school year, LHS will retain at least 80% of the current students participating in the advanced academic program, and increase the total number of students participating in the advanced academic program by 10%.

Evaluation Data Source(s) 4: 2019-2020 School Year Master Schedule
 2020-2021 School Year Master Schedule
 2019-2020 Course Request
 2020-2021 Course Counts

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) 2020 LHS Showcase	Ms. Narvaez	Recruit new students into the advanced academic program.				
Problem Statements: Student Academic Achievement 1, 2, 3						
TEA Priorities Connect high school to career and college 2) 2020 Advanced Academic Night	Ms. Narvaez Ms. Andrews Ms. Powell	Recruit and retain students into the advanced academic program.				
Problem Statements: Student Academic Achievement 2						
TEA Priorities Connect high school to career and college 3) The continuation of an Advanced Placement Committee (APC)	Ms. Narvaez Advanced Academic Committee	The APC will meet to discuss and develop plans to increase course offerings, develop strategies and a plan to recruit new students and retain current students, and to actively promote the Advanced Placement program at LHS.				
						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of STAAR EOC English I and English II students at the approaches level of performance was below 70%. **Root Cause 1:** The procedure to track and monitor student writing performance needed to have more structure.

Problem Statement 2: The percentage of total graduates meeting TSI criteria in both ELA/Reading and Mathematics was 28% for 2019 reporting year. **Root Cause 2:** Clearly defined procedures to monitor and assess student performance was not established.

Problem Statement 3: The percentage of total graduates earning an industry-based certification from the approved list was 4% for 2019 reporting year. **Root Cause 3:** Clearly defined procedures to monitor and assess certification attainment was not established.

Goal 3: In 2020, Lockhart High School will increase the average daily attendance rate for the 2019-2020 school year.

Performance Objective 1: At the end of the 2018-2019 school year, the attendance rate at the high school was 93.77%. This rate will increase to 96.0% by the end 2019-2020 school year.

Evaluation Data Source(s) 1: Attendance Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) LHS will establish grade level attendance procedures to monitor student attendance which will include daily monitoring of student attendance, meetings with students who have 3 or more unexcused absences, parent contact by grade level administrator and/or counselor for 7 absences. Attendance Improvement Plan will be created for students with 10 absences.	Ms. Estep High School Counseling Staff Truancy Officer	LHS will see a decrease of 25% of the students with chronic absenteeism during each cycle.				
	Problem Statements: Demographics 1					
2) Implement local incentive programs to boost student attendance rates. Students will have four opportunities to attend these celebrations. Students with less than 3 absences per cycle will be allowed to attend the celebration. Grade levels with highest monthly ADA rate will also receive an incentive.	Ms. Estep Attendance Committee Members	LHS will see student attendance increase by 1.5% each cycle and meet the attendance goal of 96.0%.				
	Problem Statements: Demographics 1					
3) Information sessions during class meetings, during announcements, and through school correspondences with students and parents will explain attendance procedures and regulations. Information will go out with report cards, progress reports, and through social media outlets.	Ms. Estep	LHS's ADA will rise from 93.8% to 97%.				
	Problem Statements: Demographics 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: LHS ended the school year with a 93.8% attendance rate which is 3.2% below district expectations. Root Cause 1: The number of students who are chronically absent is still high. Varying reasons cause our students to miss school, which range from flu outbreaks to weather related incidents.</p>

Goal 4: Provide a safe and positive learning environment for students and staff members.

Performance Objective 1: To provide a positive school culture and climate.

Evaluation Data Source(s) 1: 7 Mindsets Feedback and Data Analysis
Referral Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the 7 Mindsets.	Mr. Castro LHS Teachers	Students will gain social and emotional support to help with making good decisions. The number of violent incidents and serious discipline infractions will decrease when compared to the previous school year.				
Problem Statements: Demographics 1 - Perceptions 1						
2) Implement the tenets of PBIS.	Mr. Hernandez LHS Teachers	Students will gain social and emotional support to help with making good decisions. The number of violent incidents, serious discipline infractions, and minor discipline infractions will decrease when compared to the previous school year.				
Problem Statements: Demographics 1 - Perceptions 1						

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: LHS ended the school year with a 93.8% attendance rate which is 3.2% below district expectations. Root Cause 1: The number of students who are chronically absent is still high. Varying reasons cause our students to miss school, which range from flu outbreaks to weather related incidents.
Perceptions
Problem Statement 1: The teacher turnover rate is high for LHS. Root Cause 1: The amount of teacher training or support needed to be higher.

Goal 4: Provide a safe and positive learning environment for students and staff members.

Performance Objective 2: To inform and empower all students to use strategies which address bullying, cyberbullying, verbal altercations, etc.

Evaluation Data Source(s) 2: Number of students receiving the training modules.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide training for bullying, sexting, cyberbullying, etc. to every student.	Counseling Staff	Students will be informed and provided with strategies to handle and report these incidents. The number of students involved in these kinds of incidents will decrease when compared to the previous year.				
Problem Statements: Perceptions 1						
2) To create and maintain classrooms which are designated safe rooms.	Mr. Hernandez PBIS Committee	Students will be able to enter a classroom where the teacher knows the student may need assistance or a few minutes if the student feels the need to move into a safe space.				
Problem Statements: Demographics 1						
3) Implement another means for students to report issues surrounding bullying, harassment, etc.	Counselors	Students will be provided with another means to report various forms of harassment or bullying.				
Problem Statements: Demographics 1						
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LHS ended the school year with a 93.8% attendance rate which is 3.2% below district expectations. Root Cause 1: The number of students who are chronically absent is still high. Varying reasons cause our students to miss school, which range from flu outbreaks to weather related incidents.
Perceptions
Problem Statement 1: The teacher turnover rate is high for LHS. Root Cause 1: The amount of teacher training or support needed to be higher.


Goal 4: Provide a safe and positive learning environment for students and staff members.

Performance Objective 3: Maintain an incentive program for students not earning a discipline referral.


Evaluation Data Source(s) 3: Referral data

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct routine checks of hallways with a goal of 100% for all available LHS faculty and staff to be visible during passing periods.	Mr. Hernandez	Promote students responding and acting in a positive manner. The number of students earning a behavior incentive will increase when compared to the previous school year.				
2) LHS PBIS Committee will implement and development monthly incentives for students who are following the campus and classroom rules.	All Faculty & Staff	Promote students responding and acting in a positive manner. The number of students earning a behavior incentive will increase when compared to the previous school year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Alexis Aviles	
Classroom Teacher	Amber Crabill	
Classroom Teacher	Dalia Perez	
Classroom Teacher	Gregory Boyd	
Parent	John Smith	
Classroom Teacher	Kenedi Worthington	
Non-classroom Professional	Lindsey Pilgrim	
Administrator	Luciano Castro	
Classroom Teacher	Melissa Hardaway	
Classroom Teacher	Norman Thormahlen	
Classroom Teacher	Renee Gomez	
Classroom Teacher	Renee Haskins	
Business Representative	Rudy Ruiz	
Classroom Teacher	Scott Hippensteel	
Classroom Teacher	Scott Lloyd	
Classroom Teacher	Sondra Schaible	
Classroom Teacher	Mary Maiorka	
Community Representative	Suzy Falgout	
District-level Professional	Vacant District	
Parent	Vacant Parent	
Community Representative	Vacant Community	
Business Representative	Vacant Business	

Committee Role	Name	Position
Classroom Teacher	Vacant Teacher #1	
Classroom Teacher	Vacant Teacher #2	