Lockhart Independent School District

Pride High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

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

Vision

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

Core Beliefs

- Understanding that failure and mistakes are a new beginning and an opportunity to learn and grow

- Understanding and managing emotional and personal challenges, discovering the determination to flourish and prevail

- Building relationships

- Supporting and learning from one another

- Building confidence

- Having fun, exploring and wondering!

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

- PRIDE High School (PHS) is LISD's Academic High School of Choice. PHS focuses on individualized learning through self-paced online curriculum blended with student-centered instruction utilizing Project Based Learning (PBL). PHS exists to serve students with many different stories who, for one reason or another, may not have found success in a more traditional setting. PHS is the ideal choice for students who wish to accelerate their learning because they are seeking to graduate early, those who are seeking to recover credits, or students who are simply seeking a smaller high school community.

- PHS was established in 1991

- Students that attend Lockhart High School (LHS) may be referred to PHS by their Counselor. Students may also contact PHS directly for application information or access the application online. Each student must complete the application and interview process.

- Potential PHS students must …

    - Be in grades 10-12

    - Have a strong sense of self-motivation and need to succeed

    - Be able to work independently and in groups with more limited direct instruction than in a traditional setting.

- Potential PHS students may also …

    - Be seeking early graduation

    - Have been retained at least one grade level

    - Have failed to earn credit in 2 or more courses required for graduation

- PHS enrollment numbers fluctuate throughout the year as students earn credits toward graduation. Students earn a diploma and graduate as they complete all credits and end of course exam requirements.

- PIEMS Snapshot Date Enrollment by Year:

    - 2013-14: 23

    - 2014-15: 24

    - 2015-16: 15

    - 2016-17: 22

- 2017-18: 47

- 2018-19: 52

- 2019-20: 55
- 2020-21: 50
- 2021-22: 55

- Average Daily Attendance Rates by Year:

  - 2013-14: 91.60%

  - 2014-15: 87.48%

  - 2015-16: 85.29%

  - 2016-17: 81.01%

  - 2017-18: 82.82%

  - 2018-19: 82.00%

  - 2019-20: 89.14%
  - 2020-21: 89.79%
  - 2021-22: 63.42%

Demographics Strengths

The student population largely consists of local high school students who have mostly been educated in Lockhart ISD and surrounding schools such as Hays ISD, Luling ISD, Prairie Lea ISD and Austin ISD. All students who attend PRIDE High School chose to apply and were selected to enroll.

Student Achievement

Student Achievement Summary

PRIDE High School received an "A" rating for overall performance on state accountability for the 2019-2020 school year. The campus received a "B" for the 21-22 school year after the break in accountability ratings due to the pandemic.   Alternative standards are used to rate PHS. Only the "Student Achievement" domain is rated under this alternative accountability. The "School Progress" and "Closing the Gaps" domains are not rated.

The Student Achievement domain is calculated from three components at the percentages below:

- STAAR Performance 40%

- College, Career, & Military Readiness 40%

- Graduation Rate 20%

In 2019, PRIDE High School scored at the following levels on each component using alternative accountability standards:

- STAAR Performance 87 out of 100

- College, Career, & Military Readiness 85 out of 100

- Graduation Rate 90 out of 100

These numbers have remained the same for 19-20 and the 2020-21 school year due to COVID-19.

In 2022, PRIDE High School scored the following levels on each component using alternative accountability standards:

- STAAR Performance Component Score: 28
- College, Career, & Military Readiness Componenet Score: 12
- Graduation Rate Component Score: 88.9

Student Achievement Strengths

STAAR EOC Performance Strengths from 18-19 Sschool Year

Algebra 1: Approaches GL - 100%

Biology: Approaches GL - 93%

US History: Approaches GL - 100%

STAAR was waived for 19-20 school year.

STAAR scores for the 2020-21 school year are in need of improvement.

STAAR EOC Performance Strengths from 21-22 School Year

Algebra 1: Approaches GL - 60%

Biology: Approaches GL - 100%

US History: Approaches GL - 78%

Reading: Approaches GL - 48%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores for Algebra 1, ELA 1 and ELA 2 are much lower than the district and are in need of improvement. **Root Cause:** We have a small percentage of students taking STAAR and many have missed a lot of school or are behind in multiple academic courses.

School Culture and Climate

School Culture and Climate Summary

Students and teachers are recognizing and reinforcing a culture of academic focus and excellence. The PHS community understands that PHS faculty and staff are invested in students and their success. Students and staff have reported an overwhelming thankfulness for the PRIDE HS community. We focus primarily on respect, resourcefulness and responsibility.

School Culture and Climate Strengths

PHS has established a Student Advisory Council. Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended. We celebrate students regularly with graduation walks, "moving on up" during assemblies, movie nights, game nights, cookouts and celebrations for credits earned.

In the beginning of the year we conducted a student autonomy survey which shows 95% of students feel confident in taking responsibility for their learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance has historically been in the low 80's. In the 21-22 school year we saw an overall decrease to 77%. **Root Cause:** PHS has not successfully established a culture of good attendance. Systems for responsive intervention are showing promise but needs to be continuously supported for greater improvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PHS staff follow an explicit interview protocol when vacancies occur. The leadership team reviews applications and selects applicants for phone screening interviews. A Phone Screen Interview Protocol is used to conduct calls. The leadership team confers on the results of phone screening interviews to narrow the candidates for a round 1 interview. Before the interviews, TalentEd is used to schedule interview times. An email message is sent that includes details about the interview. During each interview, the Principal serves as the interview team leader. The Interview team members rotate through all questions taking one each in turn and score each answer based on the Interview Scoring Rubric. Teacher candidates present a mini-lesson (10-12 minutes) to the team and are also asked to complete an inbox activity that includes data analysis.

All positions for PHS are fully staffed as of early September. PHS faculty and staff have been retained except for one position, which needed to be filled because of a promotion. All teachers are certified and highly qualified.

Staff Quality, Recruitment, and Retention Strengths

PHS faculty and staff have been retained at a 86% rate. This is from our counselor taking an administrative job at a neighboring district. The new hire was an internal transfer from LDMC.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PHS focuses on individualized learning through a "blended" learning environment. Coursework combines the use of quality student-centered instruction through the facilitation of PBL, with online curriculum delivered at a goal-driven pace. This model provides more flexibility for students and teachers as well as varied ways for students to engage in and demonstrate their learning.

The opportunity to work at an accelerated pace allows PHS students to move through course content at a pace that matches their level of readiness to demonstrate mastery. Upon completion of course requirements, students accrue credit and move on to new course content

An individualized learning plan is developed for each student that maps out a detailed path to meeting graduation goals. PHS teachers and leaders use frequent assessments to identify the instructional needs of students, develop differentiated and enhanced learning experiences, and identify the specific students that need additional support.

PHS students enrolled in courses associated with an EOC test participate in district checkpoint and benchmark assessments. Teachers use this data to adjust curriculum and instruction based on student needs.

PHS is continually developing the implementation of blended learning with project based learning.

Curriculum, Instruction, and Assessment Strengths

Teachers meet weekly as a Professional Learning Community to analyze data, adapt instruction, respond to student needs, and develop intervention/reteach plans. Each department also met weekly to discuss instruction, student progress, discipline and other relevant topics. The low class size and self-paced model promotes a closer relationship from teacher to student to deliver meaningful instruction to all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Need to have a clear process with planning and implementing PBL at PHS. **Root Cause:** Tight systems have not been established in regards to calibration on rubrics and use of commons rubrics.

Parent and Community Engagement

Parent and Community Engagement Summary

PHS uses the school website, Parent Square, Twitter, Instragram and Facebook to communicate with parents, families, and the community. All parent communication via Parent Square is in both English and Spanish. Parent and communinity representatives participate in the Campus Advisory Team.

Parent and Community Engagement Strengths

Campus events including Principal Breakfast, End-of-Year Cookout, and Campus Beautification Day have been well-attended. Other events have included movie nights, game nights, and graduation walks for parents to get involved and celebrate with their families.

PHS is in the process of creating and maintaining a PTO and community volunteers for the Pride HS garden.

School Context and Organization

School Context and Organization Summary

Instructional time is maximized through the master schedule by providing increased time for students attempting EOC exams. Credit recovery opportunities are provided through Edgenuity lab sections. Each teacher holds a bi-monthly support meeting with administration during planning time. All teachers meet as a PLC every other week. Each teacher holds weekly tutoring hours either before or after school.

Both individual teacher and whole staff classroom management plans are developed by teachers. Plans include procedures used to reduce overuse of discipline practices that remove students from the classroom based on restorative discipline models.

Both the PLC and the Campus Advisory Team are used to review goals for the campus and the district. Target areas are stated as measurable performance objectives. Multiple data sources are used throughout the year to monitor progress every three weeks. Goals, performance objectives and strategies are communicated during PLC and CAT meetings. Formative reviews are conducted quarterly and summative reviews are conducted at the end of each year.

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment.

School Context and Organization Strengths

The campus is focused on improving student academic achievement and there is a sense of urgency and strong commitment. All staff members work well as a team to support the needs of all students with a "whatever it takes" mind-set.

Technology

Technology Summary

Each PHS student is assigned a Chromebook to use throughout the day. The Chromebooks support the blended learning experiences by providing access to Edgenuity, Google Classroom and other applications. Every classroom is equipped with a presentation TV and a document camera.

Technology Strengths

Every student has a chromebook to complete all of their work on edgenuity and google classroom as well as conduct research and submit assignments utilizing the G-Suite.

Priority Problem Statements

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 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Dyslexia 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

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 engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: For the 2022-23 school year, PRIDE High School will earn an 85 percent or higher for Algebra 1 STAAR EOC by May 2023
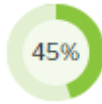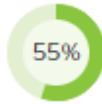
High Priority

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2022-23 school year, student performance on all STAAR EOCs will demonstrate a passing score of approaches, meets or masters. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Adjust and modify existing goals

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and PBL and blended learning such as station rotations) with self-paced online curriculum delivery.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: increased student scores on PBL and EOC **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	50%	60%	65%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers and Principal will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher capacity **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	70%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning and blended learning. Principal will work with teachers to provide targeted feedback and coaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher capacity **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	45%	50%	60%	→

Strategy 4 Details	Reviews			
Strategy 4: All students enrolled in Algebra 1 will take unit checkpoint assessments aligned to district course scope and sequences	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student preparation for Algebra EOC for increased scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	55%	75%	75%	→

Strategy 5 Details	Reviews			

Strategy 5: Based on data analysis, teachers and Principal will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"
 	
    Strategy's Expected Result/Impact: Focused learning to help increase student performance
    Staff Responsible for Monitoring: Principal
 	
    Title I:
2.4, 2.6, 4.1
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	45%	50%	55%	100%

0% No Progress		100% Accomplished		Continue/Modify		Discontinue

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

Performance Objective 2: For the 2022-23 school year, PRIDE High School will earn an 85 percent or higher for English II STAAR EOC by May 2023

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2022-23 school year, student performance on all STAAR EOCs will demonstrate a passing score of approaches, meets or masters. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Coursework will blend the use of quality student-centered instruction (using strategies from "Fundamental 5" and structures of PBL such as flexible groupings and use of technology) with self-paced online curriculum delivery.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: increased student scores on PBL and EOC **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	50%	55%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: Teachers and Principal will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased teacher capacity **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	70%	70%	→

Strategy 3 Details	Reviews			
Strategy 3: Principal will conduct classroom walkthroughs and gather data regarding implementation of the instructional model, which includes Project Based Learning and blended learning. Principal will work with teachers to provide targeted feedback and coaching. **Strategy's Expected Result/Impact:** Increased teacher capacity **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	45%	50%	50%	→

Strategy 4 Details	Reviews			
Strategy 4: All students enrolled in English II will take unit checkpoint assessments aligned to district course scope and sequences. **Strategy's Expected Result/Impact:** Student preparation for English II EOC for increased scores **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	45%	50%	50%	→

Strategy 5 Details	Reviews			
Strategy 5: Based on data analysis, teachers and Principal will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards" **Strategy's Expected Result/Impact:** Focused learning to help increase student performance	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	45%	50%	55%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 3: For the 2022-23 school year, PRIDE High School will raise the Domain 1 CCMR Component score of 10 in 2021 to 20 or higher in 2022

    Evaluation Data Sources: Success will be demonstrated when, by May 2023, PHS earns a Domain 1 CCMR Component score of 20 or higher

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: All PHS anticipated 2022-23 graduates will have an opportunity to participate in an administration of the Texas Success Initiative (TSI) exam	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased students performing successfully on the TSI exam
    Staff Responsible for Monitoring: Principal & Counselor
 	
    Title I:
2.4, 2.6
    - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Nov	**Jan**	**Mar**	**June**

	55%	55%	60%	100%

Strategy 2 Details	Reviews			
Strategy 2: All PHS students will be provided opportunities to participate in an administration of the ASVAB exam	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased student performance on the ASVAB
    Staff Responsible for Monitoring: Principal & Counselor
 	
    Title I:
2.4, 2.5, 2.6
    - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Nov	**Jan**	**Mar**	**June**

	55%	55%	60%	100%

Strategy 3 Details	Reviews			
Strategy 3: All potential 22-23 graduates that are attending post-secondary schooling will complete Texas College Bridge	Formative			Summative
Strategy's Expected Result/Impact: Offer industry based certifications at Pride High School, increase CCMR points	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	15%	15%	✖
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: During the 2022-23 school year, PRIDE High School will promote widespread student, family and community participation in campus activities, events, and committees.

Evaluation Data Sources: Success will be demonstrated when recruitment and participation in campus activities, events, and committees improves for all stakeholders. PHS will host events that will provide opportunities for the community to participate such as (Student Advisory Committee), PTO, and parent event nights. PRIDE will host at least 4 events throughout the year, 2 in the Fall and 2 in the Spring, including an Open House in the fall and spring depending on enrollment and Holiday Events. "

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: A family outreach committee will be formed to strategize communication for parental participation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement and support	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** 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	45%	45%	50%	→

Strategy 2 Details	Reviews			
Strategy 2: Student advisory committee will be formed with a goal of developing student leaders. and creating incentives and events for PHS students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student leadership and involvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	45%	55%	60%	→
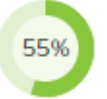
Strategy 3 Details	Reviews			
Strategy 3: Classroom community will be built through the implementation of Leader In Me, Girls Empowerment Network, Boy's Group and student choice of learning modalities with PBL.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Classroom community and culture **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	60%	70%	75%	100%

Strategy 4 Details	Reviews			
Strategy 4: The SEL of every student will be supported through small group meetings with the Counselor, advisory lessons once a week, and the creation of a reading room known as the Literature Lab.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reading and culture **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	45%	50%	60%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
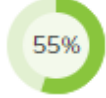
Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: PRIDE High School will improve average daily attendance from a rate of 79% in 2021-22 to a rate of 90% or higher in 2022-23.

Evaluation Data Sources: Success will be demonstrated when, at the end of the 2022-23 school year, the average daily attendance meets or exceeds 90% as recorded in Skyward. Monthly reporting will demonstrate improved attendance."

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The Attendance Team will use a variety of tools from "Attendance Works" such as letters, social media, assemblies, email, and personal phone calls to communicate the importance of attendance for student achievement.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%	50%	55%	→

Strategy 2 Details	Reviews			
Strategy 2: The Attendance Team will send a clear message that going to school every day is a priority by providing regular recognition and rewards to students and families who have good and improved attendance.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance and culture **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	55%	55%	60%	→

Strategy 3 Details	Reviews			
Strategy 3: The Attendance Team will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	65%	65%	70%	100%

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4:The Attendance Team will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Monitor attendance, earned credits and truancy **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	55%	60%	60%	100%

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: The Attendance Team will meet weekly to work through an established problem solving process for a multi-tiered system of supports for identified students, such as house visits, attendance incentives rewards and other strategies from "Attendance Works."	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance and culture **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	55%	65%	65%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 1: During the 2022-23 school year, PRIDE High School students will take ownership of their credit completion by reflecting on their learning data and using it to set goals for growth in all subject areas.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teacher advisors will meet with students to establish goal setting pacing guides for credit completion. Students will demonstrate ownership by identifying their level of ownership towards progress to graduation through student surveys	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student ownership **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	55%	60%	60%	→

Strategy 2 Details	Reviews			
Strategy 2: Counselor will meet with students to effectively track credit completion and course sequencing	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: credit tracking, graduation **Staff Responsible for Monitoring:** Principal and Counselor **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	60%	60%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Students will reflect on learning from PBL utilizing self reflection rubrics	Formative			Summative
Strategy's Expected Result/Impact: Increased student performance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	60%	70%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: By the end of the 2022-23 school year, PRIDE High School PLCs will demonstrate structures that facilitate a system of professional development for PBL unit planning, rubric creation, authentic audience presentations, data inquiry cycle and a focus on student outcomes and that promotes a culture of continuous improvement.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Summer training on PBL with University of Texas.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher capacity		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		100%	100%	100%	100%

Strategy 2 Details		Reviews			
Strategy 2: PLC structure to focus on professional development of PBL based off of classroom walkthroughs, rubric writing and evaluating student work		**Formative**			**Summative**
Strategy's Expected Result/Impact: Focused planning meetings, increased PBL effectiveness		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		60%	60%	60%	→

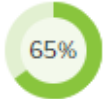| Strategy 3 Details	Reviews			
Strategy 3: PLC structure will focus on data inquiry of both EOC growth scores and PBL assessment on presentation rubrics.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student performance **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	55%	65%	65%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 3: During the 2022-23 school, PRIDE High School teachers will receive weekly feedback on classroom instruction, classroom management and planning to support the implementation of collaborative PBL schoolwide. "

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Scheduled weekly walkthroughs for each teacher to support teacher development and growth utilizing walkthrough rubrics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased teacher capacity
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.5, 2.6
     - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
     - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	50%	60%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: Scheduled bi-weekly coaching meetings to discuss walkthrough data, observations and next steps for student and teacher growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased teacher capacity
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    2.4, 2.5, 2.6
     - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Improve low-performing schools
     - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	50%	60%	65%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Teachers will provide feedback to Principal on how they are feeling towards their own learning and growth with PBL.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased staff culture **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	45%	55%	55%	100%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				