

Killeen Independent School District
Liberty Hill Middle School
2023-2024 Formative Review with Notes



Table of Contents



Goals	3
Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.	3
Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.	22
Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.	27
Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.	31
Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.	35



Goals







Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: For STAAR Reading performance results, increase the percent of students achieving Meets Grade Level Standard by 5% in each grade level.

Evaluation Data Sources: Reading STAAR Data
CUA Data
MAP Test Projections, where applicable

Strategy 1 Details	Reviews
<p>Strategy 1: RLA teachers will use effective instructional strategies including close and critical reading, graphic organizers, student discourse, independent reading, book studies and reading conferences to differentiate instruction and address At-Risk student needs.</p> <p>Strategy's Expected Result/Impact: Increase of 5% in STAAR Reading Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: RLA teachers RLA department lead Title I Teacher ACC reading teacher Instructional Coach Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 9</p>	<div><div><div>Nov</div><div>25%</div><div>November Evidence of Progress</div><div>RLA teachers and the RLA Instructional Coach meet regularly as a PLC to plan and implement department-wide reading strategies to support student growth.</div></div><div><div><div>Jan</div><div>50%</div><div>January Evidence of Progress</div><div>RLA teachers and the RLA Instructional Coach meet regularly as a PLC to plan and implement department-wide reading strategies to support student growth.</div></div><div><div><div>Mar</div><div></div><div>March Evidence of Progress</div><div></div></div><div><div><div>June</div><div></div><div>June Evidence of Progress</div><div></div></div></div></div></div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: All at-risk students will be encouraged to attend and participate in after-school campus interventions and STAAR boot camps to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.</p> <p>Strategy's Expected Result/Impact: Increase daily classwork scores. Increase CUA scores. Increase STAAR Scores.</p> <p>Staff Responsible for Monitoring: RLA teachers RLA Department Lead RLA Instructional Coach Campus Instructional Specialists Title I Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 5, 9</p>	<div> <div>Nov</div> <div>  <div>20%</div> </div> <div>November Evidence of Progress</div> <div>RLA teachers provide after-school tutoring and intervention. At least one RLA teacher is present in Lion's Lair from Monday-Thursday.</div> </div> <div> <div>Jan</div> <div>  <div>45%</div> </div> <div>January Evidence of Progress</div> <div>RLA teachers provide after-school tutoring and intervention. At least one RLA teacher is present in Lion's Lair from Monday-Thursday. STAAR Boot camp began 1/27.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Teachers of at-risk students will participate in half day planning sessions to evaluate student data, plan instruction and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.</p> <p>Strategy's Expected Result/Impact: Improvement in lesson planning and progress monitoring. Improved CUA scores.</p> <p>Staff Responsible for Monitoring: Instructional Coach Campus Instructional Specialists RLA Department Principal Title I Teacher</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 5: Effective Instruction Problem Statements: Student Learning 1, 5, 9</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Has not occurred at this time.</div> </div> <div> <div>Jan</div> <div>N/A</div> <div>January Evidence of Progress</div> <div>Teachers will be receiving a half day planning on 2/14.</div> </div> <div> <div>Mar</div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div>June Evidence of Progress</div> </div>





Strategy 4 Details	Reviews
<p>Strategy 4: RLA teachers will analyze STAAR and CUA data of at-risk learners with administrator assistance. Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade level standards in reading, by 5% for both our special education and economically disadvantaged population.</p> <p>Strategy's Expected Result/Impact: Increased Reading STAAR scores. Increased CUA scores.</p> <p>Staff Responsible for Monitoring: Instructional Coach Campus Instructional Specialists RLA Department Principal Title I Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 5, 9</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>RLA teachers, administrators and the RLA Instructional Coach meet regularly as a PLC to analyze CUA data and implement department-wide reading strategies to support student growth.</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>RLA teachers, administrators and the RLA Instructional Coach meet regularly as a PLC to analyze CUA data and implement department-wide reading strategies to support student growth.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: A supplemental teacher will provide support to students to increase the percent of students achieving Meets Grade Level Standard by 5% in each grade level.</p> <p>Strategy's Expected Result/Impact: Increase of 5% in STAAR Reading Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: Title I teacher Campus Instructional Specialists Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 9</p>	<div> <div>Nov</div> <div>N/A</div> <div>November Evidence of Progress</div> <div>Supplemental teacher is currently in a classroom to reduce class sizes.</div> </div> <div> <div>Jan</div> <div>N/A</div> <div>January Evidence of Progress</div> <div>Supplemental teacher is currently in a classroom to reduce class sizes.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  <div>0%</div> </div> <div>No Progress</div> </div> <div> <div>  <div>100%</div> </div> <div>Accomplished</div> </div> <div> <div>  </div> <div>Continue/Modify</div> </div> <div> <div>  </div> <div>Discontinue</div> </div>	







Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: For STAAR Math performance results, increase the percent of students achieving Meets Grade Level Standard by 5% for each grade level.

Evaluation Data Sources: Math STAAR Data
CUA Data
MAP Testing, where applicable

Strategy 1 Details	Reviews
<p>Strategy 1: The mathematics team will utilize the PLC process to develop instructional strategies such as student discourse, stations, problem-solving tasks, real-world application and Building a Thinking classroom strategies to address At-Risk student needs.</p> <p>Strategy's Expected Result/Impact: Increase of at least 5% in STAAR Math Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: Math teachers Math Department Lead Campus Instructional Specialists ACC math teacher Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 9</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>Math teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth.</div></div> <div><div>Jan</div><div><div>45%</div></div><div>January Evidence of Progress</div><div>Math teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will implement high impact strategies (student discourse, stations, problem-solving tasks, real-world application, Building a Thinking classroom strategies, collaboration, Gradual Release Model) to address the needs of at-risk students and promote rigor and thinking at high cognitive levels.</p> <p>Strategy's Expected Result/Impact: Increase of at least 5% in STAAR Math Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Math Department Math Department Lead ACC math teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2, 9</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Math teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth.</div> </div> <div> <div>Jan</div> <div>  <div>45%</div> </div> <div>January Evidence of Progress</div> <div>Math teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The math department will meet regularly to assess and monitor student progress through both digital and traditional means. The department will analyze CUA data of at-risk students and plan academic remediations and interventions. A half day planning session will be provided to give more time to evaluate student data.</p> <p>Strategy's Expected Result/Impact: Increase the percent of students achieving Meets Grade Level Standard by 5% or greater.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Math teachers Math Department Lead ACC math teacher Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 9</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Math teachers and administrators meet regularly as a PLC to analyze CUA data and implement department-wide strategies to support student growth. Half day has not been provided yet</div> </div> <div> <div>Jan</div> <div>  <div>50%</div> </div> <div>January Evidence of Progress</div> <div>Math teachers and administrators meet regularly as a PLC to analyze CUA data and implement department-wide strategies to support student growth. Half day has not been provided yet</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 4 Details	Reviews
<p>Strategy 4: All at-risk students will be encouraged to attend and participate in after-school campus interventions and STAAR boot camps to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.</p> <p>Strategy's Expected Result/Impact: Increase CUA scores Increase STAAR scores</p> <p>Staff Responsible for Monitoring: Math Department Principal Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 9</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Math teachers provide after-school tutoring and intervention. At least one math teacher is present in Lion's Lair from Monday-Thursday.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>Math teachers provide after-school tutoring and intervention. At least one math teacher is present in Lion's Lair from Monday-Thursday. STAAR Boot camp began 1/27.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div> <div>  0% </div> <div>No Progress</div> <div>  100% </div> <div>Accomplished</div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: For STAAR Social Studies performance results, increase the percent of students achieving Meets Grade Level Standard by 5%.

Evaluation Data Sources: Social Studies STAAR Exam
CUA Data
STAAR Formative Assessments
Social Studies BOY and EOY scores

Strategy 1 Details	Reviews
<p>Strategy 1: Social Studies teachers will utilize instructional strategies such as close reading, graphic organizers, DBQs, project-based learning and vocabulary building to increase effectiveness of instruction planning and increase student achievement.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Social Studies Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: 8th grade social studies team social studies lead Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 9</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>S.S. teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth. Lowman products were purchased early on.</div></div> <div><div>Jan</div><div><div>45%</div></div><div>January Evidence of Progress</div><div>S.S. teachers and administrators meet regularly as a PLC to plan and implement department-wide strategies to support student growth. Lowman products were purchased early on.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>





Strategy 2 Details	Reviews
<p>Strategy 2: The social studies department will meet regularly to assess and monitor student progress. The department will analyze CUA data of at-risk students and plan academic remediations and interventions. The Social Studies department will collaborate in the vertical alignment of essential STAAR tested TEKS and effective assessment of 8th grade standards in order to improve at-risk students achievement. A half day planning session will be provided to give more time to evaluate student data.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Social Studies Meets Grade Level performance</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Social Studies Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 9</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>S.S. teachers and administrators meet regularly as a PLC to analyze CUA data and implement department-wide strategies to support student growth. Half day has not been provided yet.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>S.S. teachers and administrators meet regularly as a PLC to analyze CUA data and implement department-wide strategies to support student growth. Half day has not been provided yet.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: All 8th grade at-risk students will be encouraged to attend and participate in after-school campus interventions and STAAR boot camps to address student weaknesses and gaps in learning. Healthy snacks will be provided in tutorials.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Social Studies Meets Grade Level performance</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Social Studies Department Department Lead</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 9</p>	<div> <div>Nov</div> <div>  20% </div> <div>November Evidence of Progress</div> <div>S.S. teachers provide after-school tutoring and intervention. At least one S.S. teacher is present in Lion's Lair from Monday-Thursday.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>S.S. teachers provide after-school tutoring and intervention. At least one S.S. teacher is present in Lion's Lair from Monday-Thursday. STAAR Boot camp for 8th graders began 1/27.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	







Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: For STAAR Science performance results, increase the percent of students achieving Meets Grade Level Standard by 5%.

Evaluation Data Sources: Science STAAR Data
CUA Data
Interim

Strategy 1 Details	Reviews
<p>Strategy 1: Science teachers will use effective instructional strategies such as Claim-Evidence-Reasoning, hands-on labs, sentence stems, and interactive word walls to differentiate instruction and address At-Risk student needs.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Science Meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: Science teachers Science Lead Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 9</p>	<div><div>Nov</div><div><div></div><div>25%</div></div><div>November Evidence of Progress</div><div>Science teachers collaborate, plan, and analyze data after each CUA and will continue to monitor growth throughout the year.</div></div> <div><div>Jan</div><div><div></div><div>45%</div></div><div>January Evidence of Progress</div><div>Science teachers collaborate, plan, and analyze data after each CUA and will continue to monitor growth throughout the year.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>

Strategy 2 Details	Reviews
<p>Strategy 2: Science teachers will utilize the online resource Scientific Minds to assess, engage, and monitor student progress. Scientific Minds will also be used as part of the supplemental intervention program for At Risk students as a means to provide additional opportunities for At Risk students to meaningfully engage with the science content.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Science meets Grade Level performance.</p> <p>Staff Responsible for Monitoring: Science teachers Science Lead Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 9</p>	<div> <div>Nov</div> <div>  30% </div> <div>November Evidence of Progress</div> <div>Scientific Minds subscription has been purchased and all science teachers who requested the resource have access to the program.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Scientific Minds subscription has been purchased and all science teachers who requested the resource have access to the program. Students utilizing the program as an intervention.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: The science department will meet regularly to assess and monitor student progress. The department will analyze CUA data of at-risk students and plan academic remediations and interventions. The science teachers will collaborate in the vertical alignment of essential STAAR tested TEKS and effective assessment of 8th grade standards in order to improve at-risk students achievement. A half day planning session will be provided to give more time to evaluate student data.</p> <p>Strategy's Expected Result/Impact: Increase percent of students meets Grade Level Standard by 5%</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Science teachers Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 9</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Science teachers collaborate, plan, and analyze data after each CUA and will continue to monitor growth throughout the year.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Science teachers collaborate, plan, and analyze data after each CUA and will continue to monitor growth throughout the year. Half day planning happened on 1/23.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>



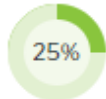





Strategy 4 Details	Reviews
<p>Strategy 4: The Science Department will host the annual Science Olympics to provide supplemental science instruction for identified at-risk students.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Science Master Grade Level performance. Participation of at-risk students in annual Science Olympics.</p> <p>Staff Responsible for Monitoring: Science teachers Science lead Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 4</p>	<p>Nov November Evidence of Progress N/A This event will happen in April. We have only set the date.</p> <p>Jan January Evidence of Progress N/A This event will happen in April. We have only set the date.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: All 8th grade at-risk students will be encouraged to attend and participate in after-school campus interventions and STAAR boot camps to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.</p> <p>Strategy's Expected Result/Impact: 5% increase in STAAR Science Master Grade Level performance.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Science teachers Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 9</p>	<p>Nov November Evidence of Progress  25% Science teachers provide after-school tutoring and intervention. At least one science teacher is present in Lion's Lair from Monday-Thursday.</p> <p>Jan January Evidence of Progress  50% Science teachers provide after-school tutoring and intervention. At least one science teacher is present in Lion's Lair from Monday-Thursday. STAAR Boot camp for 8th graders began 1/27.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: LHMS will provide instructional and program support for At-Risk students to increase STAAR Meets Grade Level performance for all subjects by 5%.

Evaluation Data Sources: STAAR results data
CUA Data

Strategy 1 Details	Reviews
<p>Strategy 1: Fund three full-time instructional aides to target interventions and academic support of At-Risk students.</p> <p>Strategy's Expected Result/Impact: Targeted interventions for At-Risk students to increase STAAR Meets Grade Level Standard performance by 5%.</p> <p>Staff Responsible for Monitoring: Principal Department Leads Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 9</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>We had 2 aides to start that work in classrooms to serve at-risk students.</div></div> <div><div>Jan</div><div><div>50%</div></div><div>January Evidence of Progress</div><div>We had 2 aides to start that work in classrooms to serve at-risk students.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div></div>






Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will collaborate in the development and implementation of the Lions Lair and STAAR Academy to provide instructional interventions and remediation to struggling At-Risk students.</p> <p>Strategy's Expected Result/Impact: Targeted interventions for At-Risk students to increase STAAR Approaching Grade Level Standard performance by 5%</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist Department Leads Special Education Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 9</p>	<p>Nov November Evidence of Progress</p> <p> Lion's Lair is open Monday thru Thursday. There is currently one teacher per subject supporting students in the lair.</p> <p>Jan January Evidence of Progress</p> <p> Lion's Lair is open Monday thru Thursday. There is currently one teacher per subject supporting students in the lair.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: LHMS Teachers will implement resources and strategies focused on mastering the standards and building academic vocabulary to better differentiate lesson plans and provide intervention for at-risk students in core classes and special programs. Paper and digital anchor charts will be used to promote student learning and increase student academic growth.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Met Grade Level performance for all subjects by 5%.</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialist Inclusion and Core Teachers Technologist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 9</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are using resources (Scientific minds, Lowman Education, iLit 20/45, STEM Scopes) to support academic vocabulary.</p> <p>Jan January Evidence of Progress</p> <p> Teachers are using resources (Scientific minds, Lowman Education, iLit 20/45, STEM Scopes) to support academic vocabulary.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: LHMS will provide instructional and program support for Emergent Bilingual students to increase STAAR Met Grade Level performance for all subjects by 5%.

Evaluation Data Sources: STAAR data results
CUA Data
TELPAS Data
MAP test data
Grade performance

Strategy 1 Details	Reviews
<p>Strategy 1: RLA teachers will support Emergent Bilingual students in the classroom setting. RLA teachers of Emergent Bilingual students will collaborate to ensure that vocabulary and literacy skills taught in small group are transferring to classwork in the regular education classroom. Identified EB students will apply the skills of analyzing, making inferences, and drawing conclusions by engaging with challenging and high interest level text. Teachers will be supported in their ability to differentiate for the needs of EB students through professional development and book studies.</p> <p>Strategy's Expected Result/Impact: Performance for EB students Meets Grade Level Standard increased by 5%</p> <p>Staff Responsible for Monitoring: ESL teachers Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5</p>	<div><div><div>Nov</div><div><div></div><div>20%</div></div></div><div>November Evidence of Progress ESL certified teachers working with students to identify areas of need in English language acquisition. An ESL teacher supports beginner and intermediate students.</div></div> <div><div><div>Jan</div><div><div></div><div>50%</div></div></div><div>January Evidence of Progress ESL certified teachers working with students to identify areas of need in English language acquisition. An ESL teacher supports beginner and intermediate students. Supplies still need to be purchased.</div></div> <div><div><div>Mar</div></div><div>March Evidence of Progress</div></div> <div><div><div>June</div></div><div>June Evidence of Progress</div></div>







Strategy 2 Details	Reviews
<p>Strategy 2: ESL teachers will host two educational parent meetings for parents of LEP students on topics that will allow parents to help their children succeed academically.</p> <p>Strategy's Expected Result/Impact: Performance for EB students Meets Grade Level Standard increased by 5%. Increase in parental awareness Sign In Sheets from parent events</p> <p>Staff Responsible for Monitoring: ESL/RLA Teachers ESL Administrator Campus Instructional Specialist Principal</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>Problem Statements: Student Learning 5 - Perceptions 2</p>	<p>Nov November Evidence of Progress N/A First meeting will be held 11/30/23</p> <p>Jan January Evidence of Progress  First meeting was held on 11/30/23. Seven parents attended. 8 district and campus staff members attended.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: LHMS will participate in campus wide professional development lead by the Region 12 federal programs department on strategies to help emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Performance for EB students Meets Grade Level Standard increased by 5%.</p> <p>Staff Responsible for Monitoring: Admin Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	<p>Nov November Evidence of Progress N/A</p> <p>Jan January Evidence of Progress N/A</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: AVID students will receive college readiness skills that will prepare them to succeed in rigorous curricula and increase STAAR Meets Grade Level performance of economically disadvantaged students by 5% in Math & Reading.

Evaluation Data Sources: STAAR Academic Growth Performance Data
MAP Testing Reading & Math, where applicable
CUA Data

Strategy 1 Details	Reviews
<p>Strategy 1: LHMS AVID students will be enrolled in a rigorous course of study, including enrollment in at least one honors course.</p> <p>Strategy's Expected Result/Impact: STAAR Meets Grade Level performance of Economically Disadvantaged students in Reading and Math STAAR increased by 5% or greater.</p> <p>Staff Responsible for Monitoring: Administration AVID Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>AVID strategies being used campus-wide</div></div> <div><div>Jan</div><div><div>40%</div></div><div>January Evidence of Progress</div><div>AVID strategies being used campus-wide. Coordinator working diligently to collect evidence.</div></div> <div><div>Mar</div><div>March Evidence of Progress</div></div> <div><div>June</div><div>June Evidence of Progress</div></div>





Strategy 2 Details	Reviews
<p>Strategy 2: AVID strategies and ideologies will be a foundation of the campus professional development plan. Teachers will attend the AVID summer institute to enhance student organization, curriculum, and high achievement.</p> <p>Strategy's Expected Result/Impact: AVID Certification of campus</p> <p>Staff Responsible for Monitoring: Principal AVID teachers AVID Campus Site Team Campus instructional specialist</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>AVID strategies being used campus-wide in all classrooms. Strategies and evidence shared through Schoology group.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>AVID strategies being used campus-wide in all classrooms. Strategies and evidence shared through Schoology group.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
<div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div>	

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 8: LHMS will provide instructional and program support for Gifted & Talented learners to challenge and expand deep learning through rigorous activities and increase STAAR Master Grade Level Standard performance across all tested subjects by 5%.

Evaluation Data Sources: STAAR test data, CUA test data, TPSP Project, Genius Hour

Strategy 1 Details	Reviews
<p>Strategy 1: LHMS will implement high-interest and rigorous activities for gifted and talented students in the curriculum across all subject areas.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students at Master Grade Level Standard by 5% or greater.</p> <p>Staff Responsible for Monitoring: TAG Coordinator Campus Instructional Specialist Counselor GT teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	<div><div>Nov</div><div><div>25%</div></div><div>November Evidence of Progress</div><div>All GT students attend an enrichment period to work on TPSP. Students have chosen topics.</div></div> <div><div>Jan</div><div><div>45%</div></div><div>January Evidence of Progress</div><div>All GT students attend an enrichment period to work on TPSP. Students have chosen topics.</div></div> <div><div>Mar</div><div></div><div>March Evidence of Progress</div><div></div></div> <div><div>June</div><div></div><div>June Evidence of Progress</div><div></div></div>





Strategy 2 Details	Reviews
<p>Strategy 2: GT students will take a field trip to Space Center Houston's Learning Innovation Center. Students will explore one of the nation's leading science-education resources and participate in a STEM experience.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students at Master Grade Level Standards by 5% or greater.</p> <p>Staff Responsible for Monitoring: Principal TAG Coordinator Campus Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	<p>Nov November Evidence of Progress N/A</p> <p>Jan January Evidence of Progress N/A Field trip booked for April 26th.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	





Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.



Performance Objective 1: LHMS will implement professional development programs and opportunities which improve teacher growth in the areas of classroom management, differentiated instruction, and improved content rigor with a focus on the core subjects. LHMS staff will disaggregate student needs using multiple measures of student data and plan the professional development accordingly. By increasing teacher effectiveness through professional development and PLCs, all students will demonstrate a year's worth of growth by May 2024.









Evaluation Data Sources: Teacher feedback
PLC Agendas
Coaching Walks Data

Strategy 1 Details	Reviews	
Strategy 1: Staff will attend training and development opportunities for the enhancement of PLC practices. Strategy's Expected Result/Impact: Implementation of campus-wide system of intervention to meet students' academic and behavior needs. Staff Responsible for Monitoring: Admin Team All Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1, 2	Nov	November Evidence of Progress
	N/A	
	Jan	January Evidence of Progress
	N/A	
	Mar	March Evidence of Progress
	June	June Evidence of Progress

Strategy 2 Details	Reviews
<p>Strategy 2: Teachers will utilize Professional Learning Communities for development and review of student work, data, instructional strategies and discuss ways to increase rigor during instruction, including planning for at-risk SpEd students.</p> <p>Strategy's Expected Result/Impact: overall 5% Increase in STAAR Meets Grade level performance</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1, 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>PLC planning times (with administrator) used to disaggregate CUA data, professional development, and unit planning.</div> </div> <div> <div>Jan</div> <div>  45% </div> <div>January Evidence of Progress</div> <div>PLC planning times (with administrator) used to disaggregate CUA data, professional development, and unit planning.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 3 Details	Reviews
<p>Strategy 3: Our campus will participate in internal and district Coaching Walks practices by peer teaming in order to observe, practice, and improve the instructional practices of the campus.</p> <p>Strategy's Expected Result/Impact: Include participation of teacher leaders in the campus coaching walks process.</p> <p>Staff Responsible for Monitoring: Admin Team Teacher Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Coaching walks conducted on campus with the administration team. District personnel attend campus walks on a couple of instances.</div> </div> <div> <div>Jan</div> <div>  40% </div> <div>January Evidence of Progress</div> <div>Coaching walks conducted on campus with the administration team. District personnel attend campus walks on a couple of instances.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>

Strategy 4 Details	Reviews
<p>Strategy 4: Develop and execute a new teacher cohort once a month to support new teachers and to explore pertinent topics to ensure new teachers' professional growth and success during the school year.</p> <p>Strategy's Expected Result/Impact: TTESS ratings of Developing or greater for all TTESS Domains for new teachers.</p> <p>Staff Responsible for Monitoring: TTESS Appraisers Department Leads Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>New teachers attend monthly new teacher cohort opportunities to focus on effective teaching and classroom management.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> <div>New teachers attend monthly new teacher cohort opportunities to focus on effective teaching and classroom management.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 5 Details	Reviews
<p>Strategy 5: Digital literacy will be incorporated in PLC and Department conversations for use in lesson design.</p> <p>Strategy's Expected Result/Impact: Increase participation in district-approved resources such as Schoology. Complete 2 campus-specific trainings on digital literacy during the year.</p> <p>Staff Responsible for Monitoring: Admin Team Campus Tech Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	<div> <div>Nov</div> <div>  <div>25%</div> </div> <div>November Evidence of Progress</div> <div>Some teachers received training in Schoology and digital tools available through PD offered by the district. Needs will continue to be monitored and assessed throughout the year.</div> </div> <div> <div>Jan</div> <div>  <div>40%</div> </div> <div>January Evidence of Progress</div> <div>Some teachers received training in Schoology and digital tools available through PD offered by the district. Needs will continue to be monitored and assessed throughout the year.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>





Strategy 6 Details	Reviews
<p>Strategy 6: Staff will attend training and development opportunities to learn more about instructional strategies for differentiation, using collaboration in the classroom, and supporting and improving the achievement of At-Risk students.</p> <p>Strategy's Expected Result/Impact: Increase participation in a campus-wide system of intervention to meet students' academic needs.</p> <p>Staff Responsible for Monitoring: Admin Team All Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> Two science teachers attended CAST. Three history teachers attended TXCSS Conference. Needs will continue to be monitored and assessed throughout the year.</p> <p>Jan January Evidence of Progress</p> <p> Mr. Hicks is scheduled to attend the TABSE conference.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Campus instructional specialists will attend professional development to increase their capacity to coach and support collaborative teams as they engage in continuous improvement.</p> <p>Strategy's Expected Result/Impact: provide clarity, feedback, and support necessary for teams to grow in order to improve instruction</p> <p>Staff Responsible for Monitoring: Campus instructional specialists Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p>	<p>Nov November Evidence of Progress</p> <p>N/A This deadline was missed. We are looking for virtual options.</p> <p>Jan January Evidence of Progress</p> <p>N/A This deadline was missed. We are looking for virtual options.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 8 Details	Reviews
<p>Strategy 8: Our campus will participate in a book study of the Fundamental 5 strategies book. The strategies put into practice will improve instructional rigor, relevance, and overall student performance.</p> <p>Strategy's Expected Result/Impact: overall 5% Increase in STAAR Meets Grade level performance CUA data Interim data</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Admin Teachers Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2</p>	<p>Nov November Evidence of Progress  Books have been purchased. We are waiting for them to arrive.</p> <p>Jan January Evidence of Progress  Book study was started on 1/8.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 9 Details	Reviews
<p>Strategy 9: Fund a campus instructional specialist to provide support to teachers by facilitating instructional effectiveness, mentoring new teachers, and coordinating curriculum development.</p> <p>Strategy's Expected Result/Impact: Increase in instructional effectiveness increase in student academic growth</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2</p>	<p>Nov November Evidence of Progress  Mr. Gourgue was hired and is fulfilling his responsibilities.</p> <p>Jan January Evidence of Progress  Mr. Gourgue was hired and is fulfilling his responsibilities.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
 No Progress  Accomplished  Continue/Modify  Discontinue	





Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: LHMS will plan and execute two parent/family engagement events monthly in order to encourage parent involvement and community presence throughout the year.

Evaluation Data Sources: Parental feedback and participation rates.

Strategy 1 Details	Reviews
<p>Strategy 1: Improve and expand communication of all campus news and events through multiple venues so that students, parents, and community stakeholders are more effectively informed.</p> <p>Strategy's Expected Result/Impact: Increased community communication through social media and digital avenues.</p> <p>Staff Responsible for Monitoring: Admin Team Parent liaison</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> Increased communication efforts through social media, Schoology, ConnectEd calls/emails, weekly parent newsletter, & website.</p> <p>Jan January Evidence of Progress</p> <p> Increased communication efforts through social media, Schoology, ConnectEd calls/emails, weekly parent newsletter, & website.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Military transition support personnel will host support groups with military students and parents.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and new student support on campus.</p> <p>Staff Responsible for Monitoring: MFLAC Representative</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> MSTC Lunches held. Mrs. Wotton on campus to provide support to students.</p> <p>Jan January Evidence of Progress</p> <p> MSTC Lunches held every Tuesday. Mrs. Wotton on campus to provide support to students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: LHMS is committed to supporting the community through the partnership with Boys and Girls Club.</p> <p>Strategy's Expected Result/Impact: Increase student participation in Boys & Girls Club.</p> <p>Staff Responsible for Monitoring: Admin Team Boys & Girls Club Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	<p>Nov November Evidence of Progress</p> <p> Promotion of B&GC done through various means. B&GC providing snacks for all students daily.</p> <p>Jan January Evidence of Progress</p> <p> Promotion of B&GC done through various means. B&GC providing snacks for all students daily.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Improve and expand the volunteer program by increasing the number of opportunities for authentic stakeholder engagement to at least 8 to 10 opportunities per semester</p> <p>Strategy's Expected Result/Impact: Parents and community will be engaged and actively participate in events throughout the year.</p> <p>Staff Responsible for Monitoring: Admin team teachers parent liaison</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<p>Nov November Evidence of Progress</p> <p> Mr. Hicks started a Watch Dog chapter to bring in more male volunteers to our campus. Parent Liaison hired to oversee the volunteer program.</p> <p>Jan January Evidence of Progress</p> <p> Mr. Hicks started a Watch Dog chapter to bring in more male volunteers to our campus. Parent Liaison hired to oversee the volunteer program.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<p>Strategy 5: Fund a full-time parent liaison to provide activities that strengthen the partnership between home and school. In addition, the parent liaison will help parents get the information and support they need to ensure their child's academic and social success.</p> <p>Strategy's Expected Result/Impact: increase of parent and community engagement</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Ms. Powell was hired and supports our parental engagement needs.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Ms. Powell was hired and supports our parental engagement needs.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>
Strategy 6 Details	Reviews
<p>Strategy 6: Our campus will host four educational parent meetings on topics that will allow parents to help their students succeed academically. Other parental involvement events will include digital citizenship event, open house, Title I (PFE policy and HSC review), and cultural events.</p> <p>Strategy's Expected Result/Impact: Meets Grade Level Standard increased by 5%. Increase in parental awareness</p> <p>Staff Responsible for Monitoring: Parent liaison Admin</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<div> <div>Nov</div> <div>  25% </div> <div>November Evidence of Progress</div> <div>Two parent engagement events hosted monthly.</div> </div> <div> <div>Jan</div> <div>  50% </div> <div>January Evidence of Progress</div> <div>Two parent engagement events hosted monthly.</div> </div> <div> <div>Mar</div> <div></div> <div>March Evidence of Progress</div> </div> <div> <div>June</div> <div></div> <div>June Evidence of Progress</div> </div>









Strategy 7 Details	Reviews												
<p>Strategy 7: Staff will attend professional development that provides strategies and networking opportunities to enhance LHMS parent, family, and community engagement programs and to create a more effective school.</p> <p>Strategy's Expected Result/Impact: increase of parent and community engagement</p> <p>Staff Responsible for Monitoring: parent liaison campus instructional specialists admin</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	<table> <tr> <td>Nov</td><td>November Evidence of Progress</td></tr> <tr> <td>N/A</td><td>Missed the deadline for this conference. Looking for virtual options.</td></tr> <tr> <td>Jan</td><td>January Evidence of Progress</td></tr> <tr> <td>N/A</td><td>Missed the deadline for this conference. Looking for virtual options.</td></tr> <tr> <td>Mar</td><td>March Evidence of Progress</td></tr> <tr> <td>June</td><td>June Evidence of Progress</td></tr> </table>	Nov	November Evidence of Progress	N/A	Missed the deadline for this conference. Looking for virtual options.	Jan	January Evidence of Progress	N/A	Missed the deadline for this conference. Looking for virtual options.	Mar	March Evidence of Progress	June	June Evidence of Progress
Nov	November Evidence of Progress												
N/A	Missed the deadline for this conference. Looking for virtual options.												
Jan	January Evidence of Progress												
N/A	Missed the deadline for this conference. Looking for virtual options.												
Mar	March Evidence of Progress												
June	June Evidence of Progress												
<div> <div>0%</div> <div>No Progress</div> </div>	<div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>												

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By the end of the 2023-2024 school year, LHMS will reduce the number of discipline referrals and students sent to DAEP by 10% through the use of positive recognition, reinforcement programs, Restorative practices, anti-bullying initiatives and practicing safety routines and protocols.

Evaluation Data Sources: Number of referrals and minor infractions, safety drill observations, teacher survey





Strategy 1 Details	Reviews
<p>Strategy 1: LHMS will evaluate all emergency drills and focus on running smooth, precise, and technically sound drills.</p> <p>Strategy's Expected Result/Impact: Successful completions of 9 emergency drills.</p> <p>Staff Responsible for Monitoring: Admin Team All Teachers</p>	<p>Nov November Evidence of Progress</p>  <p>Drills being performed regularly. Concerns and considerations discussed regularly to address areas of safety concern.</p> <p>Jan January Evidence of Progress</p>  <p>Drills being performed regularly. Concerns and considerations discussed regularly to address areas of safety concern.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Staff and students will participate in Safety Week activities that address bullying/cyber-bullying prevention, internet safety, etc.</p> <p>Strategy's Expected Result/Impact: Increased student participation to all students on campus.</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p>  <p>Students have received training to address bullying/cyberbullying prevention and internet safety in 8th grade CCR and Tech Apps.</p> <p>Jan January Evidence of Progress</p>  <p>Students have received training to address bullying/cyberbullying prevention and internet safety in 8th grade CCR and Tech Apps.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: All teachers will be posted in the hallways during passing periods to monitor student behavior and promote good social and academic habits.</p> <p>Strategy's Expected Result/Impact: Reduce discipline infractions by at least 10%.</p> <p>Staff Responsible for Monitoring: Admin Team All Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 3</p>	<p>Nov November Evidence of Progress</p> <p> Teachers and administrators will continue to increase presence in hallways and around the restroom areas to monitor students.</p> <p>Jan January Evidence of Progress</p> <p> Teachers and administrators will continue to increase presence in hallways and around the restroom areas to monitor students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: All teachers will be trained to implement Restorative practices to decrease unwanted behaviors. This will maximize instructional time and enhance the learning experience for all students.</p> <p>Strategy's Expected Result/Impact: decrease the number of student referrals by more than 10%</p> <p>Staff Responsible for Monitoring: teachers Assistant principals</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Teachers received a refresher training on restorative practices during in-service.</p> <p>Jan January Evidence of Progress</p> <p> Teachers received a refresher training on restorative practices during in-service.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: LHMS will continue to focus on promoting healthy choices and physical activity for all students.

Evaluation Data Sources: None

Strategy 1 Details	Reviews
<p>Strategy 1: School-wide activities/assemblies will address alcohol abuse, healthy choices and good moral character education. Additionally, students will learn about social emotional strategies and character education in line with whole student success.</p> <p>Strategy's Expected Result/Impact: Students participate in two school-wide assemblies for the year.</p> <p>Staff Responsible for Monitoring: Administration Counselors Nurse All Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	<p>Nov  November Evidence of Progress Counselors have presented on mental health and character education.</p> <p>Jan  January Evidence of Progress Counselors continue to present on mental health and character education and address issues as they arise.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: LHMS will encourage healthy social and emotional wellness for all students through a weekly activity supporting students' mental health and effective habits during intervention time.</p> <p>Strategy's Expected Result/Impact: increased student participation in weekly activity increased mental health and effective habits by students</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 3</p>	<p>Nov  November Evidence of Progress The counselors have promoted social and emotional wellness through Counselor's Corner.</p> <p>Jan  January Evidence of Progress The counselors have promoted social and emotional wellness through Counselor's Corner.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



No Progress



Accomplished



Continue/Modify




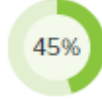








Discontinue

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: LHMS will continue to focus on sound financial procedures. LHMS will continually work with staff via training and consultation to ensure all KISD financial policies are followed closely.

Evaluation Data Sources: External Audit results

Strategy 1 Details	Reviews
<p>Strategy 1: SBDM committee will work diligently on approving campus PD expenditures that are aligned to campus needs.</p> <p>Strategy's Expected Result/Impact: Increase SBDM participation and role in campus financial decisions.</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist SBDM Committee Members</p>	<p>Nov November Evidence of Progress</p>  SBDM has met 2 out of the required 6 times. CIP and campus needs reviewed during each meeting. <p>Jan January Evidence of Progress</p>  SBDM has met 3 out of the required 6 times. CIP and campus needs reviewed during each meeting. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Principal, principal's secretary and the financial secretary will attend the district financial trainings and adhere to all district financial policies.</p> <p>Strategy's Expected Result/Impact: Earned In-Compliance rating on external financial audit.</p> <p>Staff Responsible for Monitoring: Principal Financial Secretary Campus staff</p>	<p>Nov November Evidence of Progress</p>  Financial training is on-going and as necessary per policy changes. <p>Jan January Evidence of Progress</p>  Financial training is on-going and as necessary per policy changes. We have a new financial secretary and she has attended training. <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: LHMS will continue to evaluate and improve facility conditions to enhance learning for students and staff.</p> <p>Strategy's Expected Result/Impact: Increase in upgrade of building resources to meet the demands of our student population.</p> <p>Staff Responsible for Monitoring: Principal Administration</p>	<div> <div>Nov</div> <div>  25% </div> <div> November Evidence of Progress Facility and structural needs have been identified as necessary. Progress is ongoing with outside structure. Needs identified by the principal and admin team as needed </div> </div> <div> <div>Jan</div> <div>  45% </div> <div> January Evidence of Progress Facility and structural needs have been identified as necessary. Progress is ongoing with outside structure. Needs identified by the principal and admin team as needed </div> </div> <div> <div>Mar</div> <div></div> <div> March Evidence of Progress </div> </div> <div> <div>June</div> <div></div> <div> June Evidence of Progress </div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	