

Killeen Independent School District

Liberty Hill Middle School

2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Liberty Hill Middle School (LHMS) is a sixth through eighth-grade public school in Killeen ISD that opened in 1998. The campus is located at 4500 Kit Carson Trail in Killeen, TX and belongs to the Ellison High School and Chaparral High School student feeder system. LHMS is an AVID certified campus. The campus is a Title I campus for the 23-24 school year. As a Title I campus, LHMS strives to increase parent engagement and address the needs of economically disadvantaged students. The LHMS vision is for all students to show a year's worth of growth.

The physical facility at Liberty Hill MS utilizes over 40 classrooms consisting of a choir room, band hall, orchestra room, theater room, gymnasium, six science labs, and a library. Enrollment at Liberty Hill MS is as follows:

	2022-2023 Enrollment and Special Population for Liberty Hill Middle School				
	06	07	08	Total	Percent
Enrollment	241	248	206	695	
Federal Ethnicity					
Hispanic	69	80	77	226	32.52%
Indian	2	1	0	3	0.43%
Asian	5	4	6	15	2.16%
Black	102	107	74	283	40.72%
Pacific Islander	1	7	2	10	1.44%
White	40	31	30	101	14.53%
Two or More Races	22	18	17	57	8.20%
Gender					
Male	126	148	111	385	55.40%
Female	115	100	95	310	44.60%
Federal Program					
504	37	51	35	123	17.70%
At-Risk (state)	137	178	126	441	63.45%

		2022-2023 Enrollment and Special Population for Liberty Hill Middle School				
Dyslexia		32	25	24	81	11.65%
Homeless		0	0	0	0	0.0%
Unaccomp Youth		0	0	0	0	0.0%
Immigrant		2	0	0	2	0.29%
LEP (ELL)		29	37	28	94	13.53%
Other						
GT		14	7	13	34	4.89%
Special Ed						
Special Ed		42	57	38	137	19.71%

Liberty Hill is a campus rich in diversity. Our varied student groups have many strengths but also represent unique needs. Due to the structure of our day, our teachers often struggle to find a common time to plan for how to best meet these needs.

LHMS CAMPUS POPULATION BREAKDOWN					
Year	# of Students	% Econ Disadv	% ELL	Mobility Rate	% Special Ed
2019	921	48.2	6.3	19.9	11.3
2020	895	53.4	7.8	18.8	14.64
2021	868	55.07	9.22	16.0	13.25
2022	800	55.6	9.6	20.6	16.5
2023	694	64.4	12.1	22.1	18.3

(Current information from Campus Comparison Group report)

Liberty Hill's economically disadvantaged population has increased to include more than half of the student body. Many students come to school without needed resources and without the background knowledge gained from broad life experiences.

The staff at LHMS is composed of 46 general education teachers, which include Special Education teachers, bilingual/ELL teachers, an AVID teacher, Fine Arts teachers, and Career & Technology Education teachers. The new hires to the campus have five years of experience or less. As a result, there is an increased demand for training and on-going support throughout the year to ensure teacher and student success. 94% of our teachers are highly qualified. These teachers have a minimum of a bachelor's degree, have demonstrated competency in their subject matter and are state certified. We have 3 teachers on waivers that are working toward completing their certification. Paraprofessionals, teachers, and administration at Liberty Hill Middle School are highly student-focused. Liberty Hill supports aspiring administrators through leadership programs and internship opportunities.

LHMS is committed to recruiting, developing, and retaining exceptional personnel by providing mentorship, developing leadership capacity and offering effective professional development to engage the diverse campus population.

Instructional Staff – Years of Experience		
Zero to Five years experience	17	40%
Six to Ten years experience	7	16%
Eleven to Twenty years experience	13	30%
Over Twenty years experience	6	14%

Demographics Strengths

Liberty Hill MS is proud to serve a diverse community, and actively educate our faculty, staff, and students on the benefits of cultural diversity. We pride ourselves on providing students with opportunities to celebrate various cultures and ethnicities through our curriculum experiences. Our sizeable military population is a significant contributor to our diverse culture, with numerous programs within the campus aimed to assist in the transition for all new students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Liberty Hill's economically disadvantaged student population has risen to 62.68% resulting in an increase in the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** The demographics of our school has continued to change.

Problem Statement 2: New teachers require training and on-going support throughout the year. **Root Cause:** Most new hires to the campus have 5 years or less teaching experience.

Student Learning

Student Learning Summary

Liberty Hill MS strives for excellence and will continue to equip students with the ability to reason, work effectively in cross-functional teams, and cope with constant change, complexity, and ambiguity of the 21st-century learner. Our staff strives to incorporate the Gradual Release of Responsibility teaching model into our instruction to help students develop a broader range of problem-solving and critical-thinking skills essential for post-secondary academic readiness.

As a result of COVID-19 and the February 2021 winter storm, KISD students have significant knowledge gaps due to school closures and switching between virtual and in-person learning platforms. To support students through this time, District Leadership and the Curriculum and Instruction Department developed procedures, processes, and platforms to provide students with continued learning opportunities from home, particularly in the areas of math and reading. All continued learning was monitored and supported by our classroom teachers. There is a need to address the gaps in learning and the social-emotional impact stemming from the school closures and nontraditional school year.

In the 2022-2023 school year, student achievement at Liberty Hill Middle School was measured using a variety of methods, including common unit assessments, the Measure of Academic Progress (MAP) assessment and the State of Texas Assessments of Academic Readiness (STAAR). Liberty Hill MS has scored accordingly on the following State Assessment areas and population:

LHMS STAAR Reading Performance								
Grade 6 Reading STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	69%	62%	64%	59%	68%	70%	71%	60%
2019 Approaching Grade Level Performance	66%	62%	61%	56%	59%	70%	67%	88%
2021 Approaching Grade Level Performance	61%	55%	51%	40%	51%	71%	63%	60%
2022 Approaching Grade Level Performance	69%	62%	66%	53%	68%	74%	67%	100%
2023 Approaching Grade Level Performance	75%	71%	70%	60%	75%	89%	100%	0%
2019 Meets Grade Level Performance	35%	28%	26%	23%	27%	26%	11%	75%
2021 Meets Grade Level Performance	31%	25%	18%	8%	17%	39%	50%	20%
2022 Meets Grade Level Performance	42%	31%	29%	18%	32%	34%	50%	33%
2023 Meets Grade Level Performance	50%	40%	42%	30%	43%	71%	75%	0%
2019 Masters Grade Level Performance	17%	12%	11%	8%	11%	18%	11%	38%
2021 Masters Grade Level Performance	14%	9%	5%	3%	7%	7%	13%	0%
2022 Masters Grade Level Performance	22%	13%	13%	1%	17%	26%	33%	0%
2023 Masters Grade Level Performance	21%	12%	11%	10%	6%	21%	50%	0%

LHMS STAAR Reading Performance								
Grade 7 Reading STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	74%	69%	70%	67%	71%	67%	100%	67%
2021 Approaching Grade Level Performance	68%	67%	57%	51%	57%	71%	80%	50%
2022 Approaching Grade Level Performance	78%	71%	64%	54%	63%	85%	78%	75%
2023 Approaching Grade Level Performance	77%	73%	75%	69%	75%	80%	100%	75%
2019 Meets Grade Level Performance	47%	38%	41%	40%	37%	41%	83%	17%
2021 Meets Grade Level Performance	44%	37%	34%	24%	40%	40%	80%	25%
2022 Meets Grade Level Performance	54%	43%	34%	28%	35%	52%	33%	25%
2023 Meets Grade Level Performance	52%	41%	53%	39%	62%	57%	67%	75%
2019 Masters Grade Level Performance	28%	20%	23%	22%	23%	26%	67%	17%
2021 Masters Grade Level Performance	25%	21%	17%	8%	21%	23%	60%	0%
2022 Masters Grade Level Performance	37%	26%	17%	11%	19%	30%	22%	0%
2023 Masters Grade Level Performance	26%	15%	20%	10%	21%	23%	50%	50%
Grade 8 Reading STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	86%	87%	92%	90%	94%	94%	100%	75%
2021 Approaching Grade Level Performance	72%	67%	70%	67%	72%	82%	40%	100%
2022 Approaching Grade Level Performance	82%	76%	71%	69%	71%	72%	100%	71%
2023 Approaching Grade Level Performance	82%	77%	83%	70%	85%	93%	100%	100%
2019 Meets Grade Level Performance	53%	50%	57%	40%	64%	79%	64%	50%
2021 Meets Grade Level Performance	45%	37%	31%	27%	36%	27%	0%	100%
2022 Meets Grade Level Performance	56%	47%	43%	38%	45%	48%	100%	29%
2023 Meets Grade Level Performance	56%	45%	49%	305	59%	60%	57%	50%
2019 Masters Grade Level Performance	27%	23%	27%	13%	28%	44%	36%	50%
2021 Masters Grade Level Performance	21%	15%	13%	14%	12%	15%	0%	100%

LHMS STAAR Reading Performance								
2022 Masters Grade Level Performance	37%	26%	24%	19%	25%	26%	100%	14%
2023 Masters Grade Level Performance	27%	17%	17%	6%	21%	30%	29%	0%
LHMS STAAR Math Performance								
Grade 6 Math STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	79%	81%	83%	82%	86%	82%	78%	100%%
2021 Approaching Grade Level Performance	66%	64%	60%	47%	65%	75%	100%	60%
2022 Approaching Grade Level Performance	72%	68%	66%	58%	73%	61%	83%	100%
2023 Approaching Grade Level Performance	74%	68%	68%	55%	75%	86%	75%	60%
2019 Meets Grade Level Performance	45%	45%	46%	39%	48%	50%	56%	88%
2021 Meets Grade Level Performance	34%	30%	24%	9%	31%	38%	38%	40%
2022 Meets Grade Level Performance	37%	27%	26%	13%	29%	32%	83%	33%
2023 Meets Grade Level Performance	37%	26%	22%	14%	65%	32%	50%	0%
2019 Masters Grade Level Performance	20%	19%	19%	12%	21%	22%	33%	63%
2021 Masters Grade Level Performance	14%	10%	7%	3%	10%	6%	25%	0%
2022 Masters Grade Level Performance	15%	9%	7%	1%	10%	11%	33%	0%
2023 Masters Grade Level Performance	15%	7%	5%	2%	4%	11%	50%	0%
Grade 7 Math STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2018 Approaching Grade Level Performance	72%	73%	83%	78%	84%	81%	100%	60%
2019 Approaching Grade Level Performance	73%	71%	77%	77%	76%	76%	100%	67%
2021 Approaching Grade Level Performance	54%	53%	52%	44%	53%	65%	100%	50%
2022 Approaching Grade Level Performance	59%	51%	46%	26%	53%	69%	56%	25%
2023 Approaching Grade Level Performance	61%	60%	65%	51%	70%	74%	100%	100%
2019 Meets Grade Level Performance	41%	41%	54%	49%	58%	53%	100%	50%
2021 Meets Grade Level Performance	25%	21%	21%	10%	26%	38%	83%	0%
2022 Meets Grade Level Performance	29%	20%	18%	7%	25%	31%	22%	25%

LHMS STAAR Reading Performance								
2022 Meets Grade Level Performance	35%	28%	33%	15%	38%	48%	67%	75%
2019 Masters Grade Level Performance	16%	17%	28%	25%	31%	28%	50%	0%
2021 Masters Grade Level Performance	11%	7%	8%	2%	9%	17%	50%	0%
2022 Masters Grade Level Performance	12%	5%	4%	2%	5%	6%	11%	0%
2023 Masters Grade Level Performance	10%	5%	7%	3%	8%	13%	33%	0%
Grade 8 Math STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	88%	89%	91%	90%	91%	93%	100%	100%
2021 Approaching Grade Level Performance	60%	59%	63%	59%	66%	82%	50%	100%
2022 Approaching Grade Level Performance	70%	58%	59%	55%	61%	62%	100%	57%
2023 Approaching Grade Level Performance	74%	66%	71%	60%	72%	83%	100%	100%
2019 Meets Grade Level Performance	55%	56%	61%	54%	60%	80%	86%	0%
2021 Meets Grade Level Performance	35%	30%	32%	23%	34%	55%	25%	100%
2022 Meets Grade Level Performance	38%	24%	23%	19%	26%	24%	100%	14%
2023 Meets Grade Level Performance	44%	29%	33%	21%	39%	46%	50%	0%
2019 Masters Grade Level Performance	16%	12%	14%	11%	13%	20%	29%	0%
2021 Masters Grade Level Performance	10%	6%	4%	4%	3%	0%	25%	0%
2022 Masters Grade Level Performance	13%	6%	3%	2%	2%	5%	50%	0%
2023 Masters Grade Level Performance	16%	6%	5%	3%	5%	17%	0%	0%
LHMS STAAR Social Studies Performance								
Grade 8 Social Studies STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	67%	59%	66%	56%	68%	77%	82%	75%
2021 Approaching Grade Level Performance	56%	53%	51%	44%	48%	73%	60%	100%
2022 Approaching Grade Level Performance	59%	51%	49%	45%	45%	51%	100%	43%
2023 Approaching Grade Level Performance	60%	48%	43%	32%	49%	60%	43%	25%
2019 Meets Grade Level Performance	35%	25%	29%	16%	33%	44%	27%	50%

LHMS STAAR Reading Performance								
2021 Meets Grade Level Performance	27%	21%	14%	13%	14%	21%	0%	0%
2022 Meets Grade Level Performance	29%	20%	20%	14%	20%	33%	50%	0%
2023 Meets Grade Level Performance	31%	20%	15%	6%	16%	30%	14%	25%
2019 Masters Grade Level Performance	20%	12%	13%	9%	13%	19%	9%	25%
2021 Masters Grade Level Performance	13%	10%	6%	8%	6%	12%	0%	0%
2022 Masters Grade Level Performance	17%	11%	8%	4%	9%	16%	50%	0%
2023 Masters Grade Level Performance	15%	9%	4%	1%	6%	10%	0%	0%
LHMS STAAR Science Performance								
Grade 8 Science STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/ Pacific islander
2019 Approaching Grade Level Performance	79%	74%	83%	77%	83%	87%	91%	75%
2021 Approaching Grade Level Performance	67%	65%	70%	63%	74%	82%	60%	100%
2022 Approaching Grade Level Performance	73%	65%	66%	60%	68%	78%	100%	43%
2023 Approaching Grade Level Performance	72%	63%	73%	57%	80%	87%	100%	100%
2019 Meets Grade Level Performance	49%	39%	48%	28%	52%	67%	64%	50%
2021 Meets Grade Level Performance	42%	37%	34%	33%	30%	55%	40%	100%
2022 Meets Grade Level Performance	43%	32%	32%	24%	25%	51%	100%	14%
2023 Meets Grade Level Performance	45%	32%	37%	24%	43%	53%	71%	25%
2019 Masters Grade Level Performance	24%	17%	25%	12%	28%	35%	27%	50%
2021 Masters Grade Level Performance	23%	17%	13%	11%	15%	21%	20%	0%
2022 Masters Grade Level Performance	22%	14%	14%	7%	8%	29%	75%	0%
2023 Masters Grade Level Performance	16%	9%	7%	1%	9%	13%	0%	25%

2022 Special Populations STAAR Performance			
6th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	100%	88%	50%
Reading	100%	88%	50%
7th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	100%	100%	53%
Reading	93%	87%	60%
8th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	100%	100%	50%
Reading	100%	100%	80%
Science	100%	90%	60%
Social Studies	100%	60%	40%

2022 Special Populations STAAR Performance			
6th Grade ELL	Approaches GL	Meets GL	Masters GL
Math	79%	28%	7%
Reading	69%	38%	7%
7th Grade ELL	Approaches GL	Meets GL	Masters GL
Math	78%	21%	13%
Reading	77%	50%	27%
8th Grade ELL	Approaches GL	Meets GL	Masters GL
Math	61%	26%	3%
Reading	69%	28%	9%
Science	59%	22%	0%
Social Studies	28%	9%	0%

2022 Special Populations STAAR Performance			
6th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	60%	21%	7%
Reading	67%	37%	7%
7th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	63%	16%	0%
Reading	71%	50%	10%
8th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	65%	33%	4%
Reading	79%	40%	14%
Science	68%	30%	5%
Social Studies	37%	13%	5%

The Texas Education Agency (TEA) works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker who graduates as an engaged, productive citizen prepared for success in college, a career, or the military. The Effective Schools Framework (ESF) is a tool created by the TEA to assist campuses not meeting the state accountability standard in one or more Domain. The ESF Targeted Improvement Plan process assists campus leadership by providing a clear vision for what schools across the state do to ensure an excellent education for all Texas students. The ESF provides the basis for school diagnostics and for aligning resources and support to the needs of each school (see addendum).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 68% of 6th grade students, 47% of 7th grade students, and 51% of 8th grade students did not attain the Meets Grade Level standard on the reading STAAR.

Root Cause: Teachers need guidance on developing lesson plans with clear objectives, establishing multiple paths of instruction geared toward a clearly defined goal, and administering formative assessments that are tightly aligned to state standards.

Problem Statement 2: 78% of 6th grade students, 67% of 7th grade students, and 67% of 8th grade students did not attain the Meets Grade Level standard on the math STAAR.

Root Cause: Teachers need more guidance and professional development geared toward implementing the resources available for struggling students to track their academic progress and receive effective intervention strategies.

Problem Statement 3: 85% of 8th grade students did not attain the Meets Grade Level standard on the social studies STAAR. **Root Cause:** There is a need for on-going teacher

development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 4: 63% of 8th graders did not attain the Meets Grade Level standard on the science STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 5: 30% of 6th grade, 63% of 7th grade, and 42% of 8th grade English Learner students did not perform at the Approaches Grade Level standards on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 6: 37% of 6th grade Gifted & Talented students, 17% of 7th grade Gifted & Talented students, and 46% of 8th grade Gifted & Talented students did not attain the Masters Grade Level standard on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to increase the rigor for our gifted and talented students throughout the academic year.

Problem Statement 7: All students have experienced loss in learning as a result of COVID 19. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional settings to accommodate parent decision of instruction method choice.

Problem Statement 8: The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional settings.

Problem Statement 9: There is limited achievement and academic growth within our special education population. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

School Processes & Programs

School Processes & Programs Summary

Aligned with district improvement efforts, LHMS practices a continuous process improvement and professional development model to an identified problem of practice and theory of action.

Problem of Practice: Students struggle to achieve adequate academic progress

Theory of Action:

- If standards-based, aligned instruction is implemented;
- If standards-based, aligned instruction, delivered through the Gradual Release of Responsibility Instructional Model, is monitored and coached;
- If progress is monitored by district and campus leaders, teachers, and students; then...

Students will achieve adequate academic progress

The Assessment Capable Visible Learner Model is used to ensure all students are interacting at high cognitive levels with a task that is tightly aligned to the learning goal and target. The Gradual Release of Responsibility Instructional Model is followed to ensure students are engaged in rigorous learning through Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning.

Liberty Hill Middle School recognizes the effectiveness of common assessments and departmental lesson plans. Rigorous lessons are aligned with state standards, 21st Century learning skills, and TEKS Resource System. We measure our student achievement through common assessments and can gain insight into our student achievement by collectively analyzing student results through district supported assessments. These results allow us to determine areas of strength and those needing improvement. Accessing reports that show a breakdown by subgroup results allows us to provide targeted instruction to various student populations on our campus based on their academic need. We use a variety of formative and summative assessment results to determine remediation plans for students. Department Instructional Leaders determine professional development needs and plans by analyzing multiple sources of data. Professional Learning Communities (PLC's) are the main venue for collaborative planning, data evaluation, and assessment development. Designated PLC time is not always enough to ensure that teachers are equipped to make individualized student decisions based on the data discussed. Schedules are designed to maximize student class time and their opportunity to participate in required and desired electives. Students who need additional assistance can attend before and after school tutoring. Multiple computer labs and a campus library are available for independent or class-based research, assessment, and instruction.

LHMS participates in local Coaching Walks professional development practices to acquire data for evaluation of research-based teaching strategies, as well as high standards TEKS goal and task alignment. Data reflects a need for continued focus and efforts in the identification of high stakes TEKS and the direct alignment of learning tasks that are rigorous and challenging to students.

Grade-level concerns are solved through staff collaboration as often as possible. Higher-level decisions are made at the Instructional Leadership Team level which consists of administration and teacher leaders. Financial resources are regularly evaluated through the Site-Based Decision-Making Committee to identify and evaluate the various professional development needs and opportunities in the collaborative efforts of Professional Learning Communities.

For staff, administrative functions are web-based which includes eSchoolPlus administration, Teacher Access Center (the grade book), and attendance. Additionally, teachers utilize assigned technology to create lesson plans and other instructional materials.

Programs and events such as YSP, 6th-grade Orientation: Cub Camp, Meet the Teacher, instrument fairs, and 5th-grade showcase activities assist students in transitioning to the campus and community.

School Processes & Programs Strengths

Liberty Hill MS supports departments and teachers in planning events to create instructional lessons and common assessments that evaluate data, create academic student interventions for struggling students, and establish adequate strategies for rigorous learning in all classrooms.

Aligned with district improvement efforts, LHMS practices a continuous improvement process and professional development model to an identified problem of practice and theory of action.

Liberty Hill Middle School provides an engaging, welcoming and supportive working environment. Teachers are given autonomy and discretion to assess, target and meet student educational needs. The school offers Professional Learning Communities to help plan lessons, evaluate common assessments and implement best practices. Lessons and Assessments are evaluated regularly to ensure alignment with the blueprints of state testing expectations. Participation in the district Instructional Round Network along with internal professional efforts ensures ongoing evaluation and feedback of the campus improvement efforts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle to analyze student data, identify effective interventions, and execute research-based strategies to individualize student learning goals. **Root Cause:** Teachers require intentional high-quality professional development opportunities, planning time, and access to resources to identify needs of special populations accurately.

Problem Statement 2: Departments struggle to effectively identify high stakes TEKS, aligned to learning tasks that are rigorous and challenging to students, effectively delivered through the Gradual Release of Responsibility learning model. **Root Cause:** On-going development on the GRR learning model, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Perceptions

Perceptions Summary

Liberty Hill Middle School enjoys strong parent and community involvement and participation. This past year, just under 10% of our parents were on the approved volunteer list. This is a number we would like to see grow as we work to provide more avenues for parents to volunteer in meaningful ways post-COVID. We have a rewarding partnership with our Adopt-A-School unit, the 9th A.S.O.S. Members of the unit regularly volunteer for our annual Science Olympics, book fairs, dances, Math Days, military appreciation events and student activities. Parents, business and community members regularly contribute to campus decision-making processes through our monthly site-based committee meetings and AVID site team meetings. The Boys and Girls Club is an active on-campus participant. Their efforts are focused on academics and character development, providing a haven for students who remain on campus at the completion of the regular school day free of charge to parents.

Liberty Hill Middle School provides a disciplined and diverse student-focused learning environment at all grade levels. Students are expected to maintain appropriate and respectful behavior to enhance academic progress. Student handbooks and other information about school and classroom expectations are distributed and discussed on a regular basis with quarterly grade level assemblies and regular ongoing evaluation by a campus discipline committee.

With a commitment to maintaining a safe and secure campus, there is an emergency preparedness plan available with regular safety drills performed. Safety awareness and bully prevention awareness is addressed throughout the school year. LHMS staff is actively engaged in student and campus programs including community service, academic events, and athletic activities.

Perceptions Strengths

Liberty Hill MS strives to offer a well-balanced educational experience by connecting with students through engaging instruction, high expectations, and extracurricular activities. These activities include athletic programs such as football, volleyball, basketball, track, golf, swimming, soccer, tennis, step team, and cheerleading. Other student enrichment programs include art, AVID, science club, chess club, drone club, foreign language club, YSP, NJHS, band, choir, orchestra, UIL academics, and yearbook.

Communication with our community is an essential part of a stakeholder partnership. LHMS provides communication through e-mail, phone messages, letters, flyers, marquee announcements, conferences, the school web page, weekly parent letter and Facebook.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus struggles to provide opportunities for parents and the community to volunteer on campus, identified by less than 10% of parents on the approved volunteer list. **Root Cause:** The campus needs to effectively communicate when there are opportunities for parent/community involvement.

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating.

Problem Statement 3: The number of discipline referrals, particularly in our at risk student population, and a correlation to the downward trend of academic performance data require the implementation of behavior intervention practices. **Root Cause:** Teachers have received Restorative Practices training in the prevention and accountability of dealing with student behavior in the classroom and on campus but campus wide implementation is not in action. Ongoing training is needed.

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.

High Priority

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

Strategy 1 Details

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.

Strategy's Expected Result/Impact: Increase of 5% in STAAR Reading Meets Grade Level performance.

Staff Responsible for Monitoring: RLA teachers

RLA department lead

Title I Teacher

ACC reading teacher

Instructional Coach

Campus Instructional Specialists

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5, 9

Funding Sources: Instructional supplies for RLA Intervention and Remediation - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,200, Books/novels for independent reading/book studies - 211 - ESEA, Title I Part A - 211.11.6329.00.049.30.000 - \$3,000,

Instructional Resources to support supplemental reading instruction for identified At-Risk students. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$810

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Increase daily classwork scores. Increase CUA scores. Increase STAAR Scores.

Staff Responsible for Monitoring: RLA teachers

RLA Department Lead

RLA Instructional Coach

Campus Instructional Specialists

Title I Teacher

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

Funding Sources: Instructional resources to support supplemental RLA instruction for identified At-Risk learners (supplies/workbooks) - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,400, Nutritional Snacks for after school RLA tutoring and boot camps - 211 - ESEA, Title I Part A - 211.11.6499.00.049.30.000 - \$850, STAAR Review and Practice Materials for RLA - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$150

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Improvement in lesson planning and progress monitoring. Improved CUA scores.

Staff Responsible for Monitoring: Instructional Coach

Campus Instructional Specialists

RLA Department

Principal

Title I Teacher

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

Funding Sources: Substitutes for RLA teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.049.30.000 - \$900

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Increased Reading STAAR scores. Increased CUA scores.

Staff Responsible for Monitoring: Instructional Coach

Campus Instructional Specialists

RLA Department

Principal

Title I Teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 1, 5, 9

Strategy 5 Details

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.

Strategy's Expected Result/Impact: Increase of 5% in STAAR Reading Meets Grade Level performance.

Staff Responsible for Monitoring: Title I teacher

Campus Instructional Specialists

Principal

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 5, 9

Funding Sources: Supplemental Title I RLA Teacher - Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.049.30.000 - \$71,893

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Liberty Hill's economically disadvantaged student population has risen to 62.68% resulting in an increase in the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** The demographics of our school has continued to change.

Student Learning

Problem Statement 1: 68% of 6th grade students, 47% of 7th grade students, and 51% of 8th grade students did not attain the Meets Grade Level standard on the reading STAAR. **Root Cause:** Teachers need guidance on developing lesson plans with clear objectives, establishing multiple paths of instruction geared toward a clearly defined goal, and administering formative assessments that are tightly aligned to state standards.

Student Learning

Problem Statement 5: 30% of 6th grade, 63% of 7th grade, and 42% of 8th grade English Learner students did not perform at the Approaches Grade Level standards on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 9: There is limited achievement and academic growth within our special education population. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

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.

High Priority

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

Strategy 1 Details
<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>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>

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Increase of at least 5% in STAAR Math Meets Grade Level performance.

Staff Responsible for Monitoring: Campus Instructional Specialists

Math Department

Math Department Lead

ACC math teacher

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2, 9

Funding Sources: Instructional Resources to support supplemental math instruction for identified At-Risk students. - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,200, Instructional Resources to support supplemental math instruction for identified At-Risk students - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$810

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Increase the percent of students achieving Meets Grade Level Standard by 5% or greater.

Staff Responsible for Monitoring: Campus Instructional Specialists

Math teachers

Math Department Lead

ACC math teacher

Principal

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 2, 9

Funding Sources: Substitutes for math teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.049.30.000 - \$1,100

Strategy 4 Details

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.

Strategy's Expected Result/Impact: Increase CUA scores
Increase STAAR scores

Staff Responsible for Monitoring: Math Department
Principal
Campus Instructional Specialists

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 2, 9

Funding Sources: Nutritional snacks for after school math tutoring and boot camps - 211 - ESEA, Title I Part A - 211.11.6499.00.049.30.000 - \$850, Instructional supplies for math after school tutoring and boot camps (supplies/workbooks) - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$4,400

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 78% of 6th grade students, 67% of 7th grade students, and 67% of 8th grade students did not attain the Meets Grade Level standard on the math STAAR.

Root Cause: Teachers need more guidance and professional development geared toward implementing the resources available for struggling students to track their academic progress and receive effective intervention strategies.

Problem Statement 9: There is limited achievement and academic growth within our special education population. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

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%.

High Priority

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

Strategy 1 Details
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 9</p> <p>Funding Sources: Instructional supplies to support supplemental social studies instruction for identified At-Risk students - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,200, Reading material for students to support SS TEKS - 211 - ESEA, Title I Part A - 211.11.6329.00.049.30.000 - \$500, Instructional Resources to support supplemental instruction for identified At-Risk students. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$810</p>

Strategy 2 Details

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.

Strategy's Expected Result/Impact: 5% increase in STAAR Social Studies Meets Grade Level performance

Staff Responsible for Monitoring: Principal

Campus Instructional Specialists

Social Studies Department

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 9

Funding Sources: Substitutes for S.S. teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6112.00.049.30.000 - \$1,000

Strategy 3 Details

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.

Strategy's Expected Result/Impact: 5% increase in STAAR Social Studies Meets Grade Level performance

Staff Responsible for Monitoring: Campus Instructional Specialist

Social Studies Department

Department Lead

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3, 9

Funding Sources: Nutritional snacks for S.S. after school tutoring and STAAR boot camps - 211 - ESEA, Title I Part A - 211.11.6499.00.049.30.000 - \$400, STAAR Review and Practice Materials for social studies - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$1,000

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: 85% of 8th grade students did not attain the Meets Grade Level standard on the social studies STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 9: There is limited achievement and academic growth within our special education population. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

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%.

High Priority

Evaluation Data Sources: Science STAAR Data
CUA Data
Interim

Strategy 1 Details
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 9</p> <p>Funding Sources: Instructional supplies to support supplemental science instruction for identified At-Risk students. - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,100, Lab equipment for hands-on labs - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$10,000, Instructional Resources to support supplemental science instruction for identified At-Risk students. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$1,000</p>

Strategy 2 Details

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.

Strategy's Expected Result/Impact: 5% increase in STAAR Science meets Grade Level performance.

Staff Responsible for Monitoring: Science teachers

Science Lead

Campus Instructional Specialist

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

Funding Sources: Subscription Scientific Minds - 166 - State Comp Ed - 166.11.6299.OL.049.24.AR0 - \$1,000

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Increase percent of students meets Grade Level Standard by 5%

Staff Responsible for Monitoring: Campus Instructional Specialists

Science teachers

Principal

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

Funding Sources: Substitutes for science teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.049.30.000 - \$900

Strategy 4 Details

Strategy 4: The Science Department will host the annual Science Olympics to provide supplemental science instruction for identified at-risk students.

Strategy's Expected Result/Impact: 5% increase in STAAR Science Master Grade Level performance.

Participation of at-risk students in annual Science Olympics.

Staff Responsible for Monitoring: Science teachers

Science lead

Campus Instructional Specialists

TEA Priorities:

Improve low-performing schools

Problem Statements: Student Learning 4

Funding Sources: Science Olympics Lab Material Consumables - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$582, Substitutes for class coverage during annual Science Olympics - 166 - State Comp Ed - 166.11.6112.00.049.24.AR0 - \$600

Strategy 5 Details

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.

Strategy's Expected Result/Impact: 5% increase in STAAR Science Master Grade Level performance.

Staff Responsible for Monitoring: Campus Instructional Specialists

Science teachers

Principal

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

Funding Sources: Nutritional snacks for after school science tutoring and STAAR boot camps - 211 - ESEA, Title I Part A - 211.11.6499.00.049.30.000 - \$532, STAAR Review and Practice Materials for science - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$1,000

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 4: 63% of 8th graders did not attain the Meets Grade Level standard on the science STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 9: There is limited achievement and academic growth within our special education population. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

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
<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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 9</p> <p>Funding Sources: Salary for Instructional aides to meet the needs of at risk students - 166 - State Comp Ed - 166.11.6129.00.049.24.AR0 - \$52,500, Salary for Instructional aides to meet the needs of at risk students - 211 - ESEA, Title I Part A - 211.11.6129.00.049.30.000 - \$26,342</p>
Strategy 2 Details
<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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 9</p> <p>Funding Sources: Instructional Supplies for intervention for all subjects in Lion's Lair - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$600</p>

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Increase STAAR Met Grade Level performance for all subjects by 5%.

Staff Responsible for Monitoring: Principal

Campus Instructional Specialist

Inclusion and Core Teachers

Technologist

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4, 9

Funding Sources: Technology devices to support At Risk Online Interventions. - 166 - State Comp Ed - 166.11.6398.00.049.24.AR0 - \$5,000, Technology supplies to support At Risk Online Interventions (cases/headphones) - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,200, Technology supplies to support At Risk Online Interventions (cart)) - 166 - State Comp Ed - 166.11.6394.00.049.24.AR0 - \$1,500, Instructional supplies to create anchor charts - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$880, Instructional books (anchor charts) - 166 - State Comp Ed - 166.13.6329.00.049.30.AR0 - \$518

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: 68% of 6th grade students, 47% of 7th grade students, and 51% of 8th grade students did not attain the Meets Grade Level standard on the reading STAAR.

Root Cause: Teachers need guidance on developing lesson plans with clear objectives, establishing multiple paths of instruction geared toward a clearly defined goal, and administering formative assessments that are tightly aligned to state standards.

Problem Statement 2: 78% of 6th grade students, 67% of 7th grade students, and 67% of 8th grade students did not attain the Meets Grade Level standard on the math STAAR.

Root Cause: Teachers need more guidance and professional development geared toward implementing the resources available for struggling students to track their academic progress and receive effective intervention strategies.

Problem Statement 3: 85% of 8th grade students did not attain the Meets Grade Level standard on the social studies STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 4: 63% of 8th graders did not attain the Meets Grade Level standard on the science STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 5: 30% of 6th grade, 63% of 7th grade, and 42% of 8th grade English Learner students did not perform at the Approaches Grade Level standards on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Problem Statement 6: 37% of 6th grade Gifted & Talented students, 17% of 7th grade Gifted & Talented students, and 46% of 8th grade Gifted & Talented students did not attain the Masters Grade Level standard on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to increase the rigor for our gifted and talented students throughout the academic year.

Problem Statement 7: All students have experienced loss in learning as a result of COVID 19. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional settings to accommodate parent decision of instruction method choice.

Student Learning
Problem Statement 9: There is limited achievement and academic growth within our special education population. Root Cause: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

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
<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>Problem Statements: Student Learning 5</p> <p>Funding Sources: Instructional supplies for EB academic content vocabulary development - 165/ES0 - ELL - 165.11.6399.00.049.25.ES0 - \$470, Supplemental reading materials for EB students. - 211 - ESEA, Title I Part A - 211.11.6329.00.049.30.000 - \$800, Technology devices for the use with digital language acquisition, translation and intervention programs. - 165/ES0 - ELL - 165.11.6398.00.049.25.ES0 - \$2,000, Technology supplies for the use with digital language acquisition and intervention programs. - 165/ES0 - ELL - 165.11.6399.00.049.25.ES0 - \$500, Word to word and Bilingual Dictionaries - 211 - ESEA, Title I Part A - 211.11.6329.00.049.30.000 - \$2,000, Teachers of EB students to attend training to further enhance intervention strategies. - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$3,200, Substitute teacher for EB teacher PD - 165/ES0 - ELL - 165.11.6116.00.049.25.ES0 - \$180, Professional Development books to support EB language acquisition - 263 - ESEA, Title III Part A - 263.13.6329.LE.049.25.000 - \$225</p>

Strategy 2 Details

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.

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

Staff Responsible for Monitoring: ESL/RLA Teachers

ESL Administrator

Campus Instructional Specialist

Principal

Problem Statements: Student Learning 5 - Perceptions 2

Funding Sources: Snacks for LEP Parent Event - 263 - ESEA, Title III Part A - 263.61.6499.LE.049.25.000 - \$250, Supplies for LEP Parent Night - 263 - ESEA, Title III Part A - 263.61.6399.LE.049.25.000 - \$200

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Performance for EB students Meets Grade Level Standard increased by 5%.

Staff Responsible for Monitoring: Admin

Campus Instructional Specialists

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 5

Funding Sources: Professional development for staff on strategies for emergent bilingual students - 211 - ESEA, Title I Part A - 211.13.6239.00.049.30.000 - \$1,200

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 5: 30% of 6th grade, 63% of 7th grade, and 42% of 8th grade English Learner students did not perform at the Approaches Grade Level standards on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.

Perceptions

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating.

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
<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>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>
Strategy 2 Details
<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> <p>Funding Sources: PD for teachers to attend AVID Summer Institute in support of at-risk students - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$12,000, Online digital AVID subscription to supplement curriculum. (AVID WEEKLY) - 166 - State Comp Ed - 166.11.6299.OL.049.24.AR0 - \$700, PD for admin to attend AVID Summer Institute in support of at-risk students - 211 - ESEA, Title I Part A - 211.23.6411.00.049.30.000 - \$6,000</p>

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Liberty Hill's economically disadvantaged student population has risen to 62.68% resulting in an increase in the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. Root Cause: The demographics of our school has continued to change.
Student Learning
Problem Statement 1: 68% of 6th grade students, 47% of 7th grade students, and 51% of 8th grade students did not attain the Meets Grade Level standard on the reading STAAR. Root Cause: Teachers need guidance on developing lesson plans with clear objectives, establishing multiple paths of instruction geared toward a clearly defined goal, and administering formative assessments that are tightly aligned to state standards. Problem Statement 2: 78% of 6th grade students, 67% of 7th grade students, and 67% of 8th grade students did not attain the Meets Grade Level standard on the math STAAR. Root Cause: Teachers need more guidance and professional development geared toward implementing the resources available for struggling students to track their academic progress and receive effective intervention strategies.

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
<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>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> <p>Funding Sources: Awards and recognition for TPSP showcase. - 177 - Gifted/Talented - 177.11.6498.00.049.21.000, Instructional Supplies to implement high-interest and rigorous activities - 177 - Gifted/Talented - 177.11.6399.00.049.21.000</p>

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Increase percentage of students at Master Grade Level Standards by 5% or greater.

Staff Responsible for Monitoring: Principal

TAG Coordinator

Campus Instructional Specialist

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 6

Funding Sources: General Admissions Cost to Space Center Houston's Learning Innovation Center - 177 - Gifted/Talented - 177.11.6412.00.049.21.000 - \$1,000, T-Shirts for TPSP and field trip - 177 - Gifted/Talented - 177.11.6498.00.049.21.000 - \$1,100, Instructional supplies in all core classes that serve GT students - 177 - Gifted/Talented - 177.11.6399.00.049.21.000 - \$4,850, Awards and medals for TPSP projects - 177 - Gifted/Talented - 177.11.6498.00.049.21.000 - \$700, Field trip enhancements at the Space Center Houston's Learning Innovation Center - 177 - Gifted/Talented - 177.11.6412.00.049.21.000 - \$800, Reading material to support GT teachers in instruction and differentiation - 177 - Gifted/Talented - 177.13.6329.00.049.21.000 - \$900

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 6: 37% of 6th grade Gifted & Talented students, 17% of 7th grade Gifted & Talented students, and 46% of 8th grade Gifted & Talented students did not attain the Masters Grade Level standard on the reading STAAR. **Root Cause:** There is a need for on-going teacher development and data assessment for the planning of corrective instruction to increase the rigor for our gifted and talented students throughout the academic year.

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
<p>Strategy 1: Staff will attend training and development opportunities for the enhancement of PLC practices.</p> <p>Strategy's Expected Result/Impact: Implementation of campus-wide system of intervention to meet students' academic and behavior needs.</p> <p>Staff Responsible for Monitoring: Admin Team All Teachers</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 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: Corwin's PLC+ Institute for teachers to aid in understanding the needs of at-risk students - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$3,500 , Substitutes for teachers to attend PLC+ Institute. - 211 - ESEA, Title I Part A - 211.11.6116.00.049.30.000 - \$1,350, Corwin's PLC+ books - 211 - ESEA, Title I Part A - 211.13.6329.00.049.30.000 - \$500, Corwin's PLC+ Playbook - 211 - ESEA, Title I Part A - 211.13.6329.00.049.30.000 - \$500</p>

Strategy 2 Details

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.

Strategy's Expected Result/Impact: overall 5% Increase in STAAR Meets Grade level performance

Staff Responsible for Monitoring: Admin Team

Teacher Leaders

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 2 - School Processes & Programs 1, 2

Strategy 3 Details

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.

Strategy's Expected Result/Impact: Include participation of teacher leaders in the campus coaching walks process.

Staff Responsible for Monitoring: Admin Team

Teacher Leaders

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1

Strategy 4 Details

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.

Strategy's Expected Result/Impact: TTESS ratings of Developing or greater for all TTESS Domains for new teachers.

Staff Responsible for Monitoring: TTESS Appraisers

Department Leads

Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 1

Funding Sources: New teacher strategy book - 211 - ESEA, Title I Part A - 211.13.6329.00.049.30.000 - \$820

Strategy 5 Details

Strategy 5: Digital literacy will be incorporated in PLC and Department conversations for use in lesson design.

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.

Staff Responsible for Monitoring: Admin Team

Campus Tech

Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1, 2

Strategy 6 Details

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.

Strategy's Expected Result/Impact: Increase participation in a campus-wide system of intervention to meet students' academic needs.

Staff Responsible for Monitoring: Admin Team

All Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 7 - School Processes & Programs 1, 2

Funding Sources: PD for Science teachers to increase instructional effectiveness for At Risk students (CAST) - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$5,000, Substitutes for teachers to attend PD - 211 - ESEA, Title I Part A - 211.11.6116.00.049.30.000 - \$4,000, PD for Math teachers to increase instructional effectiveness for At Risk students (CAMT) - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$7,200, PD for RLA teachers to increase instructional effectiveness for At Risk students - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$7,200, PD for social studies teachers to increase instructional effectiveness for At Risk students (TXCSS) - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$5,500, Administrators to attend PD of corresponding TTESS subject area - 211 - ESEA, Title I Part A - 211.23.6411.00.049.30.000 - \$5,500

Strategy 7 Details

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.

Strategy's Expected Result/Impact: provide clarity, feedback, and support necessary for teams to grow in order to improve instruction

Staff Responsible for Monitoring: Campus instructional specialists
Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 2 - School Processes & Programs 2

Funding Sources: Professional Development for CISs - Amplify Your Impact: Coaching Collaborative Teams in PLCs at Work(r) Workshop - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$3,000

Strategy 8 Details

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.

Strategy's Expected Result/Impact: overall 5% Increase in STAAR Meets Grade level performance

CUA data

Interim data

Staff Responsible for Monitoring: Campus Instructional Specialists

Admin

Teachers

Coaches

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

Funding Sources: Fundamental 5 book - 211 - ESEA, Title I Part A - 211.13.6329.00.049.30.000 - \$1,375

Strategy 9 Details

Strategy 9: Fund a campus instructional specialist to provide support to teachers by facilitating instructional effectiveness, mentoring new teachers, and coordinating curriculum development.

Strategy's Expected Result/Impact: Increase in instructional effectiveness
increase in student academic growth

Staff Responsible for Monitoring: Admin

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

Funding Sources: Salary and benefits of campus instructional specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.049.30.000 - \$75,624

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Liberty Hill's economically disadvantaged student population has risen to 62.68% resulting in an increase in the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** The demographics of our school has continued to change.

Problem Statement 2: New teachers require training and on-going support throughout the year. **Root Cause:** Most new hires to the campus have 5 years or less teaching experience.

Student Learning

Problem Statement 7: All students have experienced loss in learning as a result of COVID 19. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional settings to accommodate parent decision of instruction method choice.

School Processes & Programs

Problem Statement 1: Teachers struggle to analyze student data, identify effective interventions, and execute research-based strategies to individualize student learning goals. **Root Cause:** Teachers require intentional high-quality professional development opportunities, planning time, and access to resources to identify needs of special populations accurately.

Problem Statement 2: Departments struggle to effectively identify high stakes TEKS, aligned to learning tasks that are rigorous and challenging to students, effectively delivered through the Gradual Release of Responsibility learning model. **Root Cause:** On-going development on the GRR learning model, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

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
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>
Strategy 2 Details
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>

Strategy 3 Details

Strategy 3: LHMS is committed to supporting the community through the partnership with Boys and Girls Club.

Strategy's Expected Result/Impact: Increase student participation in Boys & Girls Club.

Staff Responsible for Monitoring: Admin Team

Boys & Girls Club Coordinator

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Strategy 4 Details

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

Strategy's Expected Result/Impact: Parents and community will be engaged and actively participate in events throughout the year.

Staff Responsible for Monitoring: Admin team

teachers

parent liaison

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Strategy 5 Details

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.

Strategy's Expected Result/Impact: increase of parent and community engagement

Staff Responsible for Monitoring: Admin

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Funding Sources: Salary and benefits for parent liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.049.30.000 - \$32,504

Strategy 6 Details

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.

Strategy's Expected Result/Impact: Meets Grade Level Standard increased by 5%.

Increase in parental awareness

Staff Responsible for Monitoring: Parent liaison

Admin

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Funding Sources: Snacks for parent program events and community involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.049.24.PAR - \$1,500, Supplies for parent program events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.049.24.PAR - \$1,520, Books on parent involvement and ways parents can help - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.049.24.PAR - \$500

Strategy 7 Details

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.

Strategy's Expected Result/Impact: increase of parent and community engagement

Staff Responsible for Monitoring: parent liaison

campus instructional specialists

admin

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Funding Sources: PD for parent liaison to increase parent, family and community engagement - 211 - ESEA, Title I Part A - 211.61.6411.00.049.30.000 - \$1,300, PD for administrator to increase parent, family and community engagement - 211 - ESEA, Title I Part A - 211.61.6411.00.049.30.000 - \$1,300

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Campus struggles to provide opportunities for parents and the community to volunteer on campus, identified by less than 10% of parents on the approved volunteer list. **Root Cause:** The campus needs to effectively communicate when there are opportunities for parent/community involvement.

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating.

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
<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>
Strategy 2 Details
<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</p> <p>Problem Statements: Perceptions 3</p>
Strategy 3 Details
<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>

Strategy 4 Details

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.

Strategy's Expected Result/Impact: decrease the number of student referrals by more than 10%

Staff Responsible for Monitoring: teachers

Assistant principals

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: The number of discipline referrals, particularly in our at risk student population, and a correlation to the downward trend of academic performance data require the implementation of behavior intervention practices. **Root Cause:** Teachers have received Restorative Practices training in the prevention and accountability of dealing with student behavior in the classroom and on campus but campus wide implementation is not in action. Ongoing training is needed.

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
<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</p> <p>Problem Statements: Demographics 1</p>
Strategy 2 Details
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p> <p>Funding Sources: 7 habits of highly effective teens workbooks - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,500, 7 habits of highly effective teens book - 211 - ESEA, Title I Part A - 211.11.6329.00.049.30.000 - \$1,000</p>

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Liberty Hill's economically disadvantaged student population has risen to 62.68% resulting in an increase in the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** The demographics of our school has continued to change.

Perceptions

Problem Statement 3: The number of discipline referrals, particularly in our at risk student population, and a correlation to the downward trend of academic performance data require the implementation of behavior intervention practices. **Root Cause:** Teachers have received Restorative Practices training in the prevention and accountability of dealing with student behavior in the classroom and on campus but campus wide implementation is not in action. Ongoing training is needed.

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
<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>
Strategy 2 Details
<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>
Strategy 3 Details
<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>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Latricia Brown	Principal
Classroom Teacher	Tiffany Arbaugh-Flood	English/ELAR
Classroom Teacher	Tiana Byrd	Math
Classroom Teacher	Margaret McBride	Social Studies
Classroom Teacher	Christopher Martin	Science
Classroom Teacher	Deondra Williams	SPED Teacher
Business Representative	Urica Blackwell	Business Representative/Parent
Community Representative	Ivonne Morales	Community Member
District-level Professional	Sandra Marcussen	District-Level Professional
Parent	Christine Daniels	Parent
Parent	Deyanira Duffy	Parent
Paraprofessional	Pamela Windless	Paraprofessional (Title I)
Paraprofessional	Cyntease Powell	Parent Liaison (Title I)
Student	--	Student (Title I)
Student	--	Student (Title I)
ESL Teacher	Summer Heidtbrink	Other Appropriate Personnel (Title I)
Campus Administrator	Lisandra Morales	Other School Leader (Title I)
Campus Administrator	Central Hicks	Other School Leader (Title I)
Counselor	Cynthia Bailey	Specialized Instructional Support (Title I)