

**Killeen Independent School District**

**Liberty Hill Middle School**

**2022-2023**



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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 Schools student feeder system. All schools in Killeen Independent School District are accredited by the Texas Education Agency. LHMS is an AVID certified campus. LHMS' mission and vision is to promote and sustain a culture of caring and academic excellence that compels our staff and students to be lifelong learners and contributors to society. We are dedicated to a continuing tradition of excellence in an ever-changing world.

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, a library, and two permanent computer labs.

The enrollment at Liberty Hill MS is as follows:

2021-2022 Enrollment and Special Population for Liberty Hill Middle School					
	06	07	08	Total	Percent
Enrollment	221	270	283	785	
<b>Federal Ethnicity</b>					
Hispanic	79	113	65	257	32.74%
Indian	0	1	0	1	0.13%
Asian	6	9	4	19	2.42%
Black	77	91	121	289	36.82%
Pacific Islander	3	4	7	14	1.78%
White	38	33	54	125	15.92%
Two or More Races	15	19	22	56	7.13%
<b>Gender</b>					
Male	118	143	164	425	57.12%
Female	103	127	119	349	46.91%
<b>Federal Employee</b>					
Civilian on Post	33	39	44	116	14.77%
Military (active)	81	91	105	277	35.29%
<b>Federal Program</b>					
504	40	35	49	124	15.79%
At-Risk (state)	122	195	226	543	69.17%
Dyslexia	25	19	26	70	8.92%

2021-2022 Enrollment and Special Population for Liberty Hill Middle School					
Homeless	1	3	2	6	0.76%
Unaccomp Youth	1	3	2	6	0.76%
Immigrant	0	1	1	2	0.25%
LEP (ELL)	28	43	32	103	13.12%
<b>Other</b>					
TAG	8	7	13	28	3.57%
<b>Special Ed</b>					
Special Ed	39	46	57	143	18.22%

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	20.1	11.3
2020	895	53.4	7.8	20.1	14.64
2021	868	55.07	9.22	20.1	13.25
2022	785	60.89	13.12	20.1	18.22

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 43 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. 100% of our teachers are highly qualified. Paraprofessionals, teachers, and administration at Liberty Hill Middle School are highly student-focused. All teachers have a minimum of a bachelor's degree, have demonstrated competency in their subject matter and are state certified. 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%

Instructional Staff – Years of Experience		
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 60.89% resulting in an increase 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 2021-2022 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		55%	51%	40%	51%	71%	63%	60%
2022 Approaching Grade Level Performance		62%	66%	53%	68%	74%	67%	100%
2018 Meets Grade Level Performance	39%	31%	35%	33%	29%	51%	43%	0%
2019 Meets Grade Level Performance	35%	28%	26%	23%	27%	26%	11%	75%
2021 Meets Grade Level Performance		25%	18%	8%	17%	39%	50%	20%
2022 Meets Grade Level Performance		31%	29%	18%	32%	34%	50%	33%
2018 Masters Grade Level Performance	19%	13%	12%	11%	9%	21%	14%	8%
2019 Masters Grade Level Performance	17%	12%	11%	8%	11%	18%	11%	38%
2021 Masters Grade Level Performance		9%	5%	3%	7%	7%	13%	0%
2022 Masters Grade Level Performance		13%	13%	1%	17%	26%	33%	0%
Grade 7 Reading STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	74%	69%	76%	75%	75%	79%	82%	80%
2019 Approaching Grade Level Performance	74%	69%	70%	67%	71%	67%	100%	67%
2021 Approaching Grade Level Performance		67%	57%	51%	57%	71%	80%	50%

LHMS STAAR Reading Performance								
2022 Approaching Grade Level Performance		71%	64%	54%	63%	85%	78%	75%
2018 Meets Grade Level Performance	48%	40%	49%	43%	45%	60%	64%	60%
2019 Meets Grade Level Performance	47%	38%	41%	40%	37%	41%	83%	17%
2021 Meets Grade Level Performance		37%	34%	24%	40%	40%	80%	25%
2022 Meets Grade Level Performance		43%	34%	28%	35%	52%	33%	25%
2018 Masters Grade Level Performance	29%	22%	28%	17%	27%	42%	45%	60%
2019 Masters Grade Level Performance	28%	20%	23%	22%	23%	26%	67%	17%
2021 Masters Grade Level Performance		21%	17%	8%	21%	23%	60%	0%
2022 Masters Grade Level Performance		26%	17%	11%	19%	30%	22%	0%
Grade 8 Reading STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	86%	85%	87%	85%	89%	93%	86%	83%
2019 Approaching Grade Level Performance	86%	87%	92%	90%	94%	94%	100%	75%
2021 Approaching Grade Level Performance		67%	70%	67%	72%	82%	40%	100%
2022 Approaching Grade Level Performance		76%	71%	69%	71%	72%	100%	71%
2018 Meets Grade Level Performance	49%	43%	42%	33%	49%	47%	43%	33%
2019 Meets Grade Level Performance	53%	50%	57%	40%	64%	79%	64%	50%
2021 Meets Grade Level Performance		37%	31%	27%	36%	27%	0%	100%
2022 Meets Grade Level Performance		47%	43%	38%	45%	48%	100%	29%
2018 Masters Grade Level Performance	27%	21%	23%	18%	24%	30%	14%	17%
2019 Masters Grade Level Performance	27%	23%	27%	13%	28%	44%	36%	50%
2021 Masters Grade Level Performance		15%	13%	14%	12%	15%	0%	100%
2022 Masters Grade Level Performance		26%	24%	19%	25%	26%	100%	14%
LHMS STAAR Writing Performance								
Grade 7 Writing STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	69%	64%	72%	63%	75%	77%	91%	80%
2019 Approaching Grade Level Performance	69%	61%	69%	65%	72%	67%	100%	75%
2021 Approaching Grade Level Performance		60%	54%	48%	56%	56%	100%	67%
2018 Meets Grade Level Performance	43%	34%	47%	37%	47%	60%	64%	60%
2019 Meets Grade Level Performance	40%	29%	39%	37%	42%	33%	83%	0%
2021 Meets Grade Level Performance		25%	22%	14%	23%	25%	67%	33%
2018 Masters Grade Level Performance	15%	9%	12%	5%	11%	17%	18%	20%
2019 Masters Grade Level Performance	17%	9%	10%	10%	8%	7%	17%	0%
2021 Masters Grade Level Performance		4%	3%	0%	3%	4%	67%	0%

LHMS STAAR Reading Performance								
LHMS STAAR Math Performance								
Grade 6 Math STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	77%	78%	79%	75%	79%	86%	71%	60%
2019 Approaching Grade Level Performance	79%	81%	83%	82%	86%	82%	78%	100%
2021 Approaching Grade Level Performance		64%	60%	47%	65%	75%	100%	60%
2022 Approaching Grade Level Performance		68%	66%	58%	73%	61%	83%	100%
2018 Meets Grade Level Performance	44%	42%	44%	40%	43%	59%	57%	20%
2019 Meets Grade Level Performance	45%	45%	46%	39%	48%	50%	56%	88%
2021 Meets Grade Level Performance		30%	24%	9%	31%	38%	38%	40%
2022 Meets Grade Level Performance		27%	26%	13%	29%	32%	83%	33%
2018 Masters Grade Level Performance	18%	16%	19%	17%	16%	30%	29%	0%
2019 Masters Grade Level Performance	20%	19%	19%	12%	21%	22%	33%	63%
2021 Masters Grade Level Performance		10%	7%	3%	10%	6%	25%	0%
2022 Masters Grade Level Performance		9%	7%	1%	10%	11%	33%	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		53%	52%	44%	53%	65%	100%	50%
2022 Approaching Grade Level Performance		51%	46%	26%	53%	69%	56%	25%
2018 Meets Grade Level Performance	40%	42%	55%	40%	59%	60%	82%	60%
2019 Meets Grade Level Performance	41%	41%	54%	49%	58%	53%	100%	50%
2021 Meets Grade Level Performance		21%	21%	10%	26%	38%	83%	0%
2022 Meets Grade Level Performance		20%	18%	7%	25%	31%	22%	25%
2018 Masters Grade Level Performance	18%	21%	35%	21%	38%	43%	55%	60%
2019 Masters Grade Level Performance	16%	17%	28%	25%	31%	28%	50%	0%
2021 Masters Grade Level Performance		7%	8%	2%	9%	17%	50%	0%
2022 Masters Grade Level Performance		5%	4%	2%	5%	6%	11%	0%
Grade 8 Math STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	86%	84%	95%	95%	97%	96%	67%	75%



LHMS STAAR Reading Performance								
2019 Approaching Grade Level Performance	88%	89%	91%	90%	91%	93%	100%	100%
2021 Approaching Grade Level Performance		59%	63%	59%	66%	82%	50%	100%
2022 Approaching Grade Level Performance		58%	59%	55%	61%	62%	100%	57%
2018 Meets Grade Level Performance	51%	49%	61%	54%	61%	83%	33%	75%
2019 Meets Grade Level Performance	55%	56%	61%	54%	60%	80%	86%	0%
2021 Meets Grade Level Performance		30%	32%	23%	34%	55%	25%	100%
2022 Meets Grade Level Performance		24%	23%	19%	26%	24%	100%	14%
2018 Masters Grade Level Performance	15%	12%	16%	15%	15%	30%	0%	0%
2019 Masters Grade Level Performance	16%	12%	14%	11%	13%	20%	29%	0%
2021 Masters Grade Level Performance		6%	4%	4%	3%	0%	25%	0%
2022 Masters Grade Level Performance		6%	3%	2%	2%	5%	50%	0%
LHMS STAAR Social Studies Performance								
Grade 8 Social Studies STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	64%	54%	57%	54%	52%	69%	43%	67%
2019 Approaching Grade Level Performance	67%	59%	66%	56%	68%	77%	82%	75%
2021 Approaching Grade Level Performance		53%	51%	44%	48%	73%	60%	100%
2022 Approaching Grade Level Performance		51%	49%	45%	45%	51%	100%	43%
2018 Meets Grade Level Performance	36%	23%	26%	18%	31%	24%	29%	50%
2019 Meets Grade Level Performance	35%	25%	29%	16%	33%	44%	27%	50%
2021 Meets Grade Level Performance		21%	14%	13%	14%	21%	0%	0%
2022 Meets Grade Level Performance		20%	20%	14%	20%	33%	50%	0%
2018 Masters Grade Level Performance	21%	11%	16%	11%	19%	17%	14%	33%
2019 Masters Grade Level Performance	20%	12%	13%	9%	13%	19%	9%	25%
2021 Masters Grade Level Performance		10%	6%	8%	6%	12%	0%	0%
2022 Masters Grade Level Performance		11%	8%	4%	9%	16%	50%	0%
LHMS STAAR Science Performance								
Grade 8 Science STAAR	State	District	Campus	African American	Hispanic	White	Asian	Native Hawaiian/Pacific islander
2018 Approaching Grade Level Performance	76%	71%	77%	67%	77%	97%	85%	86%
2019 Approaching Grade Level Performance	79%	74%	83%	77%	83%	87%	91%	75%
2021 Approaching Grade Level Performance		65%	70%	63%	74%	82%	60%	100%
2022 Approaching Grade Level Performance		65%	66%	60%	68%	78%	100%	43%
2018 Meets Grade Level Performance	52%	44%	48%	33%	53%	66%	57%	57%
2019 Meets Grade Level Performance	49%	39%	48%	28%	52%	67%	64%	50%

LHMS STAAR Reading Performance								
2021 Meets Grade Level Performance		37%	34%	33%	30%	55%	40%	100%
2022 Meets Grade Level Performance		32%	32%	24%	25%	51%	100%	14%
2018 Masters Grade Level Performance	28%	20%	21%	7%	23%	45%	29%	29%
2019 Masters Grade Level Performance	24%	17%	25%	12%	28%	35%	27%	50%
2021 Masters Grade Level Performance		17%	13%	11%	15%	21%	20%	0%
2022 Masters Grade Level Performance		14%	14%	7%	8%	29%	75%	0%

2022 Special Populations STAAR Performance			
6th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	65%	25%	7%
Reading	100%	75%	63%
7th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	45%	18%	4%
Reading	100%	83%	83%
Writing	-	-	-
8th Grade Gifted & Talented	Approaches GL	Meets GL	Masters GL
Math	80%	80%	0%
Reading	92%	85%	54%
Science	92%	92%	62%
Social Studies	85%	54%	31%

2022 Special Populations STAAR Performance			
6th Grade ELL	Approaches GL	Meets GL	Masters GL
Math	78%	26%	4%
Reading	70%	9%	0%
7th Grade ELL	Approaches GL	Meets GL	Masters GL
Math	34%	11%	0%
Reading	37%	17%	6%
8th Grade ELL	Approaches GL	Meets GL	Masters GL

2022 Special Populations STAAR Performance			
Math	56%	17%	6%
Reading	58%	32%	11%
Science	63%	21%	5%
Social Studies	42%	5%	5%

2022 Special Populations STAAR Performance			
6th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	64%	24%	5%
Reading	59%	27%	14%
7th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	41%	13%	4%
Reading	55%	28%	15%
8th Grade Econ Disadv	Approaches GL	Meets GL	Masters GL
Math	56%	19%	3%
Reading	65%	33%	17%
Science	59%	21%	6%
Social Studies	40%	11%	5%

2021-2022 Student Failures			
	6th	7th	8th
MP1	41	74	82
MP2	54	99	96
MP3	45	132	120
MP4	37	104	122

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:** 71% 6th grade students, 66% of 7th grade students, and 57% of 8th grade students did not attain a 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:** 74% of 6th grade students, 82% of 7th grade students, and 77% of 8th grade students did not attain a 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:** 80% of 8th grade students did not attain a 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:** 68% of 8th graders did not attain a 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 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 Master 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.

**Problem Statement 8:** The social-emotional well being of staff, students, and families has been negatively impacted as a result of COVID 19.

# 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, alignment 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 population 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 process improvement 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 secured 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 webpage, 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 in the downward trend of academic performance data require the implementation of behavior intervention practices. **Root Cause:** Teachers have received some training, Restorative Practices (Summer 2021) in the prevention and accountability of dealing with student behavior in the classroom and on campus. 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 10% in each grade level.

**Evaluation Data Sources:** Reading STAAR Data

CUA Data

MAP Test Projections, where applicable

## Strategy 1 Details

**Strategy 1:** RLA 6th grade teachers will use effective instructional strategies including close and critical reading, graphic organizers, collaborative conversation, independent reading and reading conferences to differentiate instruction and address At-Risk student needs.

**Strategy's Expected Result/Impact:** Increase of 10% in 6th grade STAAR Reading Meets Grade Level performance.

**Staff Responsible for Monitoring:** RLA 6th grade team

RLA Team Lead

Instructional Coach

**Problem Statements:** Student Learning 1

**Funding Sources:** Magazine Subscriptions for At-Risk students. - 166 - State Comp Ed - 166.11.6329.00.049.24.AR0 - \$800

## Strategy 2 Details

**Strategy 2:** RLA 7th grade teachers will use effective instructional strategies including close and critical reading, graphic organizers, collaborative conversations, independent reading and reading conferences to differentiate instruction and address At-Risk student needs.

**Strategy's Expected Result/Impact:** Increase of 10% in 7th grade STAAR Reading Meets Grade Level performance.

**Staff Responsible for Monitoring:** RLA 7th grade team

RLA Department Lead

RLA Instructional Coach

**Problem Statements:** Student Learning 1

**Funding Sources:** Instructional resources to support supplemental ELAR instruction for identified At-Risk learners - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$383



### Strategy 3 Details

**Strategy 3:** RLA 8th grade teachers will use effective instructional strategies including close and critical reading, graphic organizers, collaborative conversations, independent reading and reading conferences to differentiate instruction and address At-Risk student needs.

**Strategy's Expected Result/Impact:** Increase of 10% in 8th grade STAAR Reading Meets Grade Level performance.

**Staff Responsible for Monitoring:** RLA 8th grade team

RLA Department Lead

RLA Instructional Coach

**Problem Statements:** Student Learning 1

**Funding Sources:** Instructional resources to support supplemental ELAR instruction for identified At-Risk learners - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$383

### Strategy 4 Details

**Strategy 4:** RLA teachers will collaborate and plan lessons to assist with the alignment of TEKS, prepare common assessments, review assessment data, and plan interventions, in traditional and online platforms, for At-Risk students.

**Strategy's Expected Result/Impact:** Increase in lesson tasks at DOK 2 or greater from 50% to 60%.

**Staff Responsible for Monitoring:** Instructional Coach

Instructional Specialist

RLA Department

**Problem Statements:** School Processes & Programs 1

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** 71% 6th grade students, 66% of 7th grade students, and 57% of 8th grade students did not attain a 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.

#### 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.

**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 10% for each grade level.

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

Strategy 1 Details
<p><b>Strategy 1:</b> The 6th grade mathematics team will utilize the PLC process to develop and implement instructional strategies such as accountable talk, stations, problem-solving tasks, project-based learning and real-world application to address At-Risk student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of at least 10% in 6th grade STAAR Math Meets Grade Level performance.</p> <p><b>Staff Responsible for Monitoring:</b> 6th grade Math Team Math Department Lead</p> <p><b>Problem Statements:</b> Student Learning 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> The 7th grade mathematics team will utilize the PLC process to develop and implement instructional strategies such as accountable talk, stations, problem-solving tasks, project-based learning and real-world application to address At-Risk student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of at least 10% in 7th grade STAAR Math Meets Grade Level performance.</p> <p><b>Staff Responsible for Monitoring:</b> 7th grade Math team Math Department Lead Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 2</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The 8th grade math team will utilize the PLC process to develop and implement instructional strategies such as flexible groups, accountable talk, stations, problem-solving tasks, project-based learning and real-world application to address At-Risk student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of at least 10% in 8th grade STAAR Math Meets Grade Level performance.</p> <p><b>Staff Responsible for Monitoring:</b> 8th grade Math Team Math Department Lead</p> <p><b>Problem Statements:</b> Student Learning 2</p>

#### Strategy 4 Details

**Strategy 4:** The math department will meet regularly to assess and monitor student progress through both digital and traditional means as well as attend training to implement research-based strategies in the math classroom. Students will be provided additional learning opportunities for spiral review and learned content through the use of targeted supplemental instruction and digital learning programs.

**Strategy's Expected Result/Impact:** Increase of at least 10% in STAAR Math Meets Grade Level performance.

**Staff Responsible for Monitoring:** Instructional Specialist

Math Department

Math Department Lead

**Problem Statements:** Student Learning 2

**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 - \$1,000

#### Strategy 5 Details

**Strategy 5:** The Math department will meet to analyze red line data of special education at-risk students and plan academic remediations and interventions.

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

**Staff Responsible for Monitoring:** Instructional Specialist

Math Department

Math Department Lead.

**Problem Statements:** Student Learning 2

#### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 2:** 74% of 6th grade students, 82% of 7th grade students, and 77% of 8th grade students did not attain a 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 3:** For STAAR Social Studies performance results, increase the percent of students achieving Meets Grade Level Standard from 20% to 30%.

**Evaluation Data Sources:** Social Studies STAAR Exam  
CUA Data  
STAAR Formative Assessments

#### Strategy 1 Details

**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.

**Strategy's Expected Result/Impact:** 10% increase in STAAR Social Studies Meets Grade Level performance.

**Staff Responsible for Monitoring:** 8th grade social studies team  
social studies lead

**Problem Statements:** Student Learning 3

**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 - \$500

#### Strategy 2 Details

**Strategy 2:** 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.

**Strategy's Expected Result/Impact:** 10% increase in STAAR Social Studies Meets Grade Level performance

**Staff Responsible for Monitoring:** Principal  
Instructional Specialist  
Social Studies Department

**Problem Statements:** Student Learning 3

#### Strategy 3 Details

**Strategy 3:** The Social Studies department will analyze red line data of at-risk students and plan academic remediations and interventions.

**Strategy's Expected Result/Impact:** 10% increase in STAAR Social Studies Meets Grade Level performance

**Staff Responsible for Monitoring:** Instructional Specialist  
Social Studies Department  
Department Lead

**Problem Statements:** School Processes & Programs 1

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> 80% of 8th grade students did not attain a Meets Grade Level standard on the social studies STAAR. <b>Root Cause:</b> There is a need for on-going teacher development and data assessment for the planning of corrective instruction to students throughout the academic year.
School Processes & Programs
<b>Problem Statement 1:</b> Teachers struggle to analyze student data, identify effective interventions, and execute research-based strategies to individualize student learning goals. <b>Root Cause:</b> Teachers require intentional high-quality professional development opportunities, planning time, and access to resources to identify needs of special populations accurately.

**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 from 32% to 42%.

**Evaluation Data Sources:** Science STAAR Data  
CUA Data

Strategy 1 Details
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 10% increase in STAAR Science Meets Grade Level performance.</p> <p><b>Staff Responsible for Monitoring:</b> Science Team Science Lead Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Instructional supplies to support supplemental science instruction for identified At-Risk students. - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$500</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Science teachers will utilize the online resource Scientific Minds to assess, engage, and monitor student progress. Scientific Minds will also be used as part of the supplemental intervention program for At Risk students as a means to provide additional opportunities for At Risk students to meaningfully engage with the science content.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in STAAR Science meets Grade Level performance.</p> <p><b>Staff Responsible for Monitoring:</b> Science Team Science Lead Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Subscription Scientific Minds (split funded - SCE to cover the supplemental portion) - 166 - State Comp Ed - 166.11.6299.OL.049.24.AR0 - \$600</p>
Strategy 3 Details
<p><b>Strategy 3:</b> The Science department will analyze red line data of at-risk students and plan academic remediations and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percent of students meets Grade Level Standard by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Science Department Department Lead</p> <p><b>Problem Statements:</b> Student Learning 4</p>

#### Strategy 4 Details

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

**Strategy's Expected Result/Impact:** 10% increase in STAAR Science Master Grade Level performance.

Participation of at-risk students in annual Science Olympics.

**Staff Responsible for Monitoring:** Science Team

Science Lead

**Problem Statements:** Student Learning 4

**Funding Sources:** Science Olympics Lab Material Consumables - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$600, 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 Science teachers will collaborate and plan lessons to assist with the alignment of TEKS, prepare common assessments, review assessment data, and plan interventions to at-risk students.

**Strategy's Expected Result/Impact:** Increase percent of students meets Grade Level Standard by 10%

**Staff Responsible for Monitoring:** Instructional Specialist

Science Department

Department Lead

**Problem Statements:** Student Learning 4 - School Processes & Programs 1

#### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 4:** 68% of 8th graders did not attain a 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.

#### 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.

**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 10%.

**Evaluation Data Sources:** STAAR results data  
CUA Data

Strategy 1 Details
<p><b>Strategy 1:</b> Fund two full-time instructional aides to target interventions and academic support of At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted interventions for At-Risk students to increase STAAR Meets Grade Level Standard performance by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Department Leads</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Salary for Instructional aides to meet the needs of at risk students - 166 - State Comp Ed - 166.11.6129.00.049.24.AR0 - \$52,132</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Targeted interventions for At-Risk students to increase STAAR Approaching Grade Level Standard performance from 52% to 62%</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Department Leads Special Education Department</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Instructional Supplies for intervention. - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$1,000, Temporary tutors to provide intervention and remediation for At-Risk students. - 166 - State Comp Ed - 166.11.6125.CA.049.24.AR0 - \$4,795</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. Flocabulary will be used to assess, engage, and monitor student progress. It 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 develop and engage with academic vocabulary across all content areas.

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

**Staff Responsible for Monitoring:** Principal  
Instructional Specialist  
Inclusion and Core Teachers

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

**Funding Sources:** Technology devices to support At Risk Online Interventions. - 166 - State Comp Ed - 166.11.6398.00.049.24.AR0 - \$3,162, Technology supplies to support At Risk Online Interventions (cases) - 166 - State Comp Ed - 166.11.6399.00.049.24.AR0 - \$700, Technology supplies to support At Risk Online Interventions (cart)) - 166 - State Comp Ed - 166.11.6394.00.049.24.AR0 - \$750

### Performance Objective 5 Problem Statements:

#### Student Learning

**Problem Statement 1:** 71% 6th grade students, 66% of 7th grade students, and 57% of 8th grade students did not attain a 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:** 74% of 6th grade students, 82% of 7th grade students, and 77% of 8th grade students did not attain a 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:** 80% of 8th grade students did not attain a 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:** 68% of 8th graders did not attain a 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.

**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 from 17% to 22%.

**Evaluation Data Sources:** STAAR data results

CUA Data

Laslinks/TELPAS Data

MAP test data

Grade performance

#### Strategy 1 Details

**Strategy 1:** RLA teachers will support Emergent Bilingual students in both "push-in" and "pull-out" instructional settings. Academic content vocabulary will be "pre-taught" whenever possible. 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.

**Strategy's Expected Result/Impact:** Performance for EB students Meets Grade Level Standard increased from 17% to 22%.

**Staff Responsible for Monitoring:** ESL teachers

Instructional Specialist

**Funding Sources:** Instructional supplies for EB academic content vocabulary development - 165/ES0 - ELL - 165.11.6399.00.049.25.ES0 - \$391, Technology devices for the use with digital language acquisition, translation and intervention programs. - 165/ES0 - ELL - 165.11.6398.00.049.25.ES0 - \$700, Word to word and Bilingual Dictionaries - 165/ES0 - ELL - 165.11.6329.00.049.25.ES0 - \$450, Supplemental reading materials for EB students. - 263 - ESEA, Title III Part A - 263.11.6329.LE.049.25.000 - \$445, Teachers of EB students to attend training to further enhance intervention strategies. - 165/ES0 - ELL - 165.13.6411.00.049.25.ES0 - \$650, Tutoring for EB students in all subject areas. - 165/ES0 - ELL - 165.11.6118.CA.049.25.ES0 - \$1,800, Technology supplies for the use with digital language acquisition and intervention programs. - 165/ES0 - ELL - 165.11.6399.00.049.25.ES0 - \$400, Substitute teacher for EB teacher PD - 165/ES0 - ELL - 165.11.6116.00.049.25.ES0 - \$500, Teachers of EB students to attend training to further enhance intervention strategies. - 263 - ESEA, Title III Part A - 263.13.6411.LE.049.25.000 - \$400

#### Strategy 2 Details

**Strategy 2:** ESL teachers will host 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 from 17% to 22%.

Sign In Sheets from parent events

**Staff Responsible for Monitoring:** ESL/RLA Teachers

ESL Administrator

Instructional Specialist

Principal

**Funding Sources:** Snacks for LEP Parent Event - 263 - ESEA, Title III Part A - 263.61.6499.LE.049.25.000 - \$120, Supplies for LEP Parent Night - 263 - ESEA, Title III Part A - 263.61.6399.LE.049.25.000 - \$40

**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 from 24% to 34% in Math & Reading.

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

Strategy 1 Details
<p><b>Strategy 1:</b> LHMS AVID students will be enrolled in a rigorous course of study, including enrollment in at least one honors course.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Meets Grade Level performance of Economically Disadvantaged students in Reading and Math STAAR increased by 10% or greater.</p> <p><b>Staff Responsible for Monitoring:</b> Administration AVID Teacher</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> AVID Certification of campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AVID teacher AVID Campus Site Team</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> PD for teachers to attend AVID Summer Institute in support of at-risk students - 166 - State Comp Ed - 166.13.6411.00.049.24.AR0 - \$3,750, Online digital AVID subscription to supplement curriculum. (AVID WEEKLY) - 166 - State Comp Ed - 166.11.6299.OL.049.24.AR0 - \$595, PD for admin to attend AVID Summer Institute in support of at-risk students - 166 - State Comp Ed - 166.23.6411.00.049.24.AR0 - \$1,250</p>

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Liberty Hill's economically disadvantaged student population has risen to 60.89% resulting in an increase of students struggling for access to resources and opportunities required for a well-rounded learning experience. <b>Root Cause:</b> The demographics of our school has continued to change.</p>

### Student Learning

**Problem Statement 1:** 71% 6th grade students, 66% of 7th grade students, and 57% of 8th grade students did not attain a 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:** 74% of 6th grade students, 82% of 7th grade students, and 77% of 8th grade students did not attain a 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 through rigorous activities and increase STAAR Master Grade Level Standard performance across all tested subjects from 38% to 50%.

**Evaluation Data Sources:** Evaluation Data Source(s): STAAR test data, CUA test data, TPSP Project, Genius Hour

Strategy 1 Details
<p><b>Strategy 1:</b> LHMS will implement high-interest and rigorous activities for gifted and talented students in the curriculum across all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students at Master Grade Level Standard by 10% or greater.</p> <p><b>Staff Responsible for Monitoring:</b> TAG Coordinator, Instructional Specialist, Counselor, GT teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Awards and recognition for TPSP showcase. - 177 - Gifted/Talented - 177.11.6498.00.049.21.000 - \$400, Instructional Supplies to implement high-interest and rigorous activities - 177 - Gifted/Talented - 177.11.6399.00.049.21.000 - \$2,350</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Field trip to Perot Museum of Nature and Science where students will explore elements of nature and science. Students will participate in hands-on experiments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of students at Master Grade Level Standards by 10% or greater.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, TAG Coordinator, Instructional Specialist</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Transportation to museum. - 177 - Gifted/Talented - 177.11.6412.TR.049.21.000 - \$3,000, Admissions Cost - 177 - Gifted/Talented - 177.11.6412.00.049.21.000 - \$500, T-Shirts for TPSP. - 177 - Gifted/Talented - 177.11.6498.00.049.21.000 - \$350</p>

**Performance Objective 8 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> 37% of 6th grade Gifted &amp; Talented students, 17% of 7th grade Gifted &amp; Talented students, and 46% of 8th grade Gifted &amp; Talented students did not attain Master Grade Level standard on the reading STAAR. <b>Root Cause:</b> 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.</p>

**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:** To implement professional development programs which improve teacher growth in the areas of classroom management, differentiated instruction, and improved content rigor with a focus on Reading, Writing, and Social Studies. We will disaggregate student needs using multiple measures of student data and plan the professional development accordingly.

**Evaluation Data Sources:** Teacher feedback  
PLC Agendas  
Coaching Walks Data

Strategy 1 Details
<p><b>Strategy 1:</b> Staff will attend training and development opportunities for the enhancement of PLC practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of campus-wide system of intervention to meet students' academic and behavior needs.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team All Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Corwin's PLC+ Institute for teachers to aid in understanding the needs of at-risk students . (CIS) - 166 - State Comp Ed - 166.13.6411.00.049.24.AR0 - \$1,400, Substitutes for teachers to attend PLC+ Institute. - 166 - State Comp Ed - 166.11.6116.00.049.24.AR0 - \$300, Corwin's PLC+ Institute for at-risk counselor to aid in understanding the needs of at-risk students. - 166 - State Comp Ed - 166.23.6411.00.049.24.AR0 - \$1,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will utilize Professional Learning Communities for development and review of student work, data, instructional strategies and discuss ways to increase rigor during instruction, including planning for at-risk SpEd students.</p> <p><b>Strategy's Expected Result/Impact:</b> overall 10% Increase in STAAR Meets Grade level performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teacher Leaders</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2</p>

### 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 Coaching Walks Process.

**Staff Responsible for Monitoring:** Admin Team  
Teacher Leaders

**Problem Statements:** Demographics 2 - School Processes & Programs 1

### Strategy 4 Details

**Strategy 4:** Develop networking sessions for new teachers and mentors once a month to focus on classroom strategies

**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

**Problem Statements:** Demographics 2

### Strategy 5 Details

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

**Strategy's Expected Result/Impact:** Increase participation in district-approved resources such as Schoology. Complete 2 campus-specific trainings during the year.

**Staff Responsible for Monitoring:** Admin Team  
Campus Tech  
Instructional Specialist

**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 campus-wide system of intervention to meet students' academic

**Staff Responsible for Monitoring:** Admin Team  
All Teachers

**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) - 166 - State Comp Ed - 166.13.6411.00.049.24.AR0 - \$1,200, Substitutes for teachers to attend PD - 166 - State Comp Ed - 166.11.6116.00.049.24.AR0 - \$400, PD for Math teachers to increase instructional effectiveness for At Risk students (CAMT) - 166 - State Comp Ed - 166.13.6411.00.049.24.AR0 - \$2,000

## Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> New teachers require training and on-going support throughout the year. <b>Root Cause:</b> Most new hires to the campus have 5 years or less teaching experience.
Student Learning
<b>Problem Statement 7:</b> All students have experienced loss in learning as a result of COVID 19.
School Processes & Programs
<b>Problem Statement 1:</b> Teachers struggle to analyze student data, identify effective interventions, and execute research-based strategies to individualize student learning goals. <b>Root Cause:</b> Teachers require intentional high-quality professional development opportunities, planning time, and access to resources to identify needs of special populations accurately. <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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 continue to develop parent programs in order to encourage greater parental involvement and community presence throughout the year.

**Evaluation Data Sources:** Parental feedback and participation rates.

Strategy 1 Details
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased community communication through social media and digital avenues.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Military transition support personnel will host support groups with military students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation and new student support on campus.</p> <p><b>Staff Responsible for Monitoring:</b> MSTC Representative</p> <p><b>Problem Statements:</b> Perceptions 1</p>
Strategy 3 Details
<p><b>Strategy 3:</b> LHMS is committed to supporting the community through the partnership with Boys and Girls Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation in Boys &amp; Girls Club.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Boys &amp; Girls Club Coordinator</p> <p><b>Problem Statements:</b> Perceptions 1</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Improve and expand the volunteer program by increasing the number of opportunities for authentic stakeholder engagement to at least 15 opportunities per semester</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community will be engaged and actively participate in events throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team teachers</p> <p><b>Problem Statements:</b> Perceptions 2</p>

## Performance Objective 1 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> The campus needs to effectively communicate when there are opportunities for parent/community involvement.</p> <p><b>Problem Statement 2:</b> Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. <b>Root Cause:</b> There may be limited opportunities in activities parents/community members feel confident in participating.</p>

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

**Performance Objective 1:** LHMS will continue to focus on the improvement of the overall discipline of our students through positive recognition, reinforcement programs and anti-bullying initiatives.

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

Strategy 1 Details
<b>Strategy 1:</b> LHMS will work to evaluate all emergency drills and focus on running smooth, precise, and technically sound drills. <b>Strategy's Expected Result/Impact:</b> Successful completions of 9 emergency drills. <b>Staff Responsible for Monitoring:</b> Admin Team All Teachers
Strategy 2 Details
<b>Strategy 2:</b> Staff and students will participate in Safety Week activities that address bullying/cyber-bullying prevention, internet safety, etc. <b>Strategy's Expected Result/Impact:</b> Increased student participation to 100% students on campus. <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Problem Statements:</b> Perceptions 3
Strategy 3 Details
<b>Strategy 3:</b> All teachers will be posted in the hallways during passing periods to monitor student behavior and promote good social and academic habits. <b>Strategy's Expected Result/Impact:</b> Reduce minor infractions (8,075) by at least 15%. <b>Staff Responsible for Monitoring:</b> Admin Team All Teachers  <b>Problem Statements:</b> Perceptions 3
Strategy 4 Details
<b>Strategy 4:</b> All teachers will be trained on and implement Restorative practices, in order to decrease unwanted behaviors. This will maximize instructional time and enhance the learning experience. <b>Strategy's Expected Result/Impact:</b> decrease the number of student referrals by more than 50% <b>Staff Responsible for Monitoring:</b> teachers Assistant principals  <b>Problem Statements:</b> Perceptions 3

## Performance Objective 1 Problem Statements:

Perceptions
<p><b>Problem Statement 3:</b> The number of discipline referrals, particularly in our at risk student population, and a correlation in the downward trend of academic performance data require the implementation of behavior intervention practices. <b>Root Cause:</b> Teachers have received some training, Restorative Practices (Summer 2021) in the prevention and accountability of dealing with student behavior in the classroom and on campus. Ongoing training is needed.</p>

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

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

**Evaluation Data Sources:** None

Strategy 1 Details
<p><b>Strategy 1:</b> School-wide activities/assemblies will address alcohol / health / good moral character education. Additionally, students will learn about social emotional strategies and character education in line with whole student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participate in two school-wide assemblies for the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Nurse All Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>
Strategy 2 Details
<p><b>Strategy 2:</b> LHMS will encourage healthy social and emotional wellness for all students through a monthly activity supporting students' mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student feedback/participation in monthly activity</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration</p>

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Liberty Hill's economically disadvantaged student population has risen to 60.89% resulting in an increase of students struggling for access to resources and opportunities required for a well-rounded learning experience. <b>Root Cause:</b> The demographics of our school has continued to change.</p>

**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><b>Strategy 1:</b> SBDM committee will work diligently in approving campus PD expenditures that are aligned to campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SBDM participation and role in campus financial decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Specialist SBDM Committee Members</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Principal, Principal's Secretary, Financial Secretary will attend the district financial trainings and adhere to all district financial policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Earned In-Compliance rating on external financial audit.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Financial Secretary Campus staff</p>
Strategy 3 Details
<p><b>Strategy 3:</b> LHMS will continue to evaluate and improve facility conditions to enhance learning for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in upgrade of building resources to meet the demands of our student population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administration</p>