

Killeen Independent School District

Liberty Hill Middle School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1.1: Pathways for All students to build connections.

Foster a sense of belonging and community among students to support their social and emotional development. Students will find a connection to the campus, in conjunction of their interests.

Strategies:

- **Student mentorship Programs:** Establish peer, teacher, administrator and community mentorship programs to help students build positive relationships. SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students.
- **Capturing Kids' Hearts Training:** Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.
 - **Social Contracts:** Develop social contracts in classrooms to establish norms and expectations collaboratively with students.
 - Capturing Kids Hearts lessons will be implemented on Fridays during WIN Time for all students.
- **Incentive Programs:** Reward students for good attendance, behavior and punctuality with tickets to dances, dress-up days, and pep rallies. Continue the pride store and pride bucks as a way to reinforce expectations throughout the campus.
- **Parent Engagement:** Host Parent Program Nights regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.
 - **Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.
 - **Community Events:** Organize regular events such as Community Pep Rallies, Family Nights, Holiday Nights, Cultural Nights, Dyslexia Nights, Open House, and Athletic Events to bring together students, parents, and staff.
 - **Parent Curriculum Events:** Provide opportunities for parents to attend curriculum events, in order to develop the parents' capacity to contribute to their children's learning in core subjects.
 - **Communication:** Provide information in the weekly newsletter regarding the importance of regular attendance and the support available for families.
 - **Parent conferences:** Provide an opportunity for parents to attend a parent conference.
- **Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. Clubs offered: National Junior Honor Society, Student Council, Leadership Counsel, Science Club, Art Club, Coding club, Drone club, chess club.
- **Advisory Period on Fridays:** Implement advisory period where students can discuss academic goals with their advisor and use data from benchmarks and universal screeners to set SMART Goals each marking period. They will engage in campus events through this period as a team and receive SEL lessons over diverse topics.

Measurement:

- Surveys assess students' sense of belonging and connectedness.
- Participation rates in extracurricular activities and community events.
- Surveys from students and parents on mentorship programs and advisory periods.
- Surveys from teachers and students on the impact of the program.
- Number of students meeting attendance goals and receiving incentives.
- Parent engagement metrics, such as attendance at meetings and events.

Goal 1.2: All students meet or exceed the Texas grade-level standards in reading and writing.

Improve literacy skills to ensure all students meet or exceed state standards in reading and writing.

Strategies:

All teachers that teach RLA will utilize SAVVAS to implement Tier 1 Instruction.

- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students. These techniques and strategies will specifically address the needs of the following population of student groups:
 - At-risk population
 - GT population
 - SPED population
 - EB population
- **Reading Programs:** Implement school-wide reading programs, including book clubs and reading challenges. All grade levels and teachers will use RACE strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.
- **Writing Workshops:** Conduct writing workshops as part of the curriculum focusing on different genres and purposes of writing.
- **Cross-curricular connections:** Integrate reading and writing strategies in other core subjects and electives to show real-world application and relevance.
- **Professional Development:** Provide teachers with ongoing professional development on effective literacy instruction strategies.
- **Staff and Student Professional Development:** Think Big will provide teacher and student workshops throughout the year. The program will offer feedback on writing and lesson plan development to meet or exceed grade-level standards.
- **Parental Involvement:** Engage parents in literacy activities and provide resources to support reading and writing at home through curriculum events.
- **Campus Planning:** Departmental planning, PLC, Analyzing student data for acceleration/intervention, and Tutorial in the Nolan MS Tutoring Center.

Measurement:

- Standardized test scores in reading and writing.
- Progress monitoring through formative assessments.
- Student portfolios showcasing their writing progress over time to be shared during open house and parent conferences.

Goal 1.3: All student meet or exceed the Texas grade level standards in math

Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in math.

Strategies:

- **Math Intervention Programs:** Implement targeted intervention programs for students struggling in math.
- **Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.
- **Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies.
- **Parental Involvement:** Engage parents in Math Night activities and provide resources to support learning at home.
- **Math-Focused Tutoring Center:** Provide targeted tutoring outside of the school day with resources and manipulatives to support hands-on learning.
- **Cross-Curricular Connections:** Integrate math into other subjects to show real-world applications and relevance through Campus PLC.
- **Campus Planning:** Provide opportunities for departmental planning and PLC to analyze student data for acceleration/intervention and tutorials in the math tutoring Center.

Measurement:

- Standardized test scores in math.
- Formative assessments to track progress.
- Student participation attendance at math tutoring center.

Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

Prepare students for successful transitions to high school, whether they choose to pursue higher education, join the military, or enter the workforce.

Strategies:

- **College and Career Readiness Class:** Will expose students to various career paths and postsecondary education options.
 - Provide students with Career Nights and guest speakers in the classroom.
- **Intervention & Enrichment:** Implement a comprehensive approach to student success by offering a wide range of interventions and support mechanisms. Enrichment activities are designed to engage students who are already performing at grade level, encouraging curiosity and exploration. Additionally, specialized reading and math interventions are provided to support students who have not met STAAR requirements. These interventions involve focused instruction in small groups, with support from designated teachers and online resources.
 - Intervention time ensures that all students receive additional support during the school day. The integration of online platforms like Mathia and iLit20 to bolster personalized learning and progress tracking.
- **Interventions and After-School Programs:** Offer a campus tutoring center that is committed to helping students achieve their academic goals. All students are welcome to get help in Math, Science, Reading, and Social Studies.
 - *Tutoring Center Features:*
 - **Independent Study Room:** A quiet space to concentrate, take tests, or work on assignments without distractions. Our teacher is available to answer questions and provide guidance.
 - **Collaborative Room:** Engage with peers on projects and homework. Our teacher will facilitate your learning and offer assistance when needed.
 - **Teacher/Student Room:** Experience-focused, small-group tutoring with a teacher. Groups consist of 1-4 students for personalized attention.

Measurement:

- Tracking student participation in college and career readiness programs.
- Feedback from students and parents on the effectiveness of Career Nights.
- Tracking Student 4-Year Planning.
- Tracking of students who attend Tutoring Center and the support they were given during their visit.

Student Success Strengths

- Diverse Student Population
- Hispanic Heritage Night
- Black History Celebration
- Asian American/Pacific Islander Celebration
- Open House
- Cub Camp

Problem Statements Identifying Student Success Needs

Problem Statement 1: 55% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not perform at Meets grade level standard on Spring 2024 Reading STAAR. **Root Cause:** Teachers need guidance on lesson plan internalization, establishing multiple paths of instruction geared towards a clearly defined goal, and administering formative assessments that are tightly-aligned to state standards.

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

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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 5: 74% of 8th grade students did not attain Meets Grade Level standard on the Spring 2024 Social Studies STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 7: 61% of 6th grade, 56% of 7th grade, and 73% of 8th grade Emergent Bilingual students did not attain Meets Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 8: ___% of 6th grade, ___% of 7th grade, and ___% of 8th grade GT students did not attain Masters Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 9: 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 9 Area

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Problem Statement 11: 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 12: 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 Capturing Kids Hearts 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.

Problem Statement 13: Teacher and staff morale has shown a decrease, resulting in additional decreases in staff effectiveness and participation. In addition, student achievement has decreased as a result of decreasing teacher performance. **Root Cause:** As a result of implementation of tasks required of teachers, both new and supplementary to existing tasks, teachers struggle to maintain an efficient balance between mental health and job responsibility. Teachers and staff will benefit from additional resources to help restore a positive

relationship with both job responsibility and the school building.

Human Capital

Human Capital Summary

Goal 2.1: To Recruit and Retain Staff, the District Will Promote a Positive Work Environment and Provide a Competitive Compensation and Benefits Plan

Create a supportive and attractive work environment to recruit and retain high-quality staff.

Observations:

Teachers and staff have articulated that internal stress levels have increased, evidenced by SY 2023-2024 End of the Year survey. According to the survey:

- 64% of staff do not agree that LHMS has a positive school culture
- 51% of staff say they are not maintaining a healthy work-life balance
- 35% of staff do not feel respected and valued at LHMS
- 22% of staff do not feel supported by administration

Staff participation of campus culture activities outside of contract hours has shown a decrease. This includes festivals, and student functions such as athletic events and fine art events. This is partly because of low teacher morale.

63% of STAAR score achievement data showed a decrease from SY 2022-2023. Teachers are finding it difficult to organize structured, outside of contract hours purposeful tutoring engagement opportunities due to low teacher morale and workload stress.

In order for LHMS students to learn at their maximum potential, our teachers and staff need to be at their best. This includes mentally and spiritually. When we accomplish this positive shift, we will see student growth across all grade levels, subjects, and demographics.

Strategies:

- **Work Environment:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.
- **Employee Recognition:** Celebrate staff achievements and milestones.
- **Staff Relax Space:** Create a place intended for teachers to reflect and decompress.

Measurement:

- Staff retention rates and turnover statistics.
- Surveys assessing staff satisfaction with work environment and compensation.
- Feedback from staff on recognition programs.

Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments

Ensure all campuses and departments are adequately staffed with qualified personnel.

Strategies:

- **Strategic Staffing Plan:** Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.
- **Diversity and Inclusion:** Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Measurement:

- Diversity metrics of the staff.
- Analysis of staffing levels relative to student enrollment and program needs.

Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

Strategies:

- **Technology Training:** Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.
- **Mentoring Program:** Provide mentoring of all new to LHMS and new teachers throughout the year. Supported through after-school, lunchtime, and classroom visits. All new teachers will attend lunch and learn sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.
- **Professional Development:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on benchmarks, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.
- **PLC/Planning:** Engage in effective PLC planning at least twice a month, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.
 - *The PLC/Planning Focus:*
 - *Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs.*
 - *Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.*
 - *Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.*
 - *Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.*

Measurement:

- Participation rates in professional development programs.
- Staff feedback on the quality and relevance of training sessions/professional development.
- Surveys assessing staff confidence in using new technologies.
- Participation rates in feedback initiatives and PLCs.
- Data reviews and reflections on the learning process.
- PLC analysis and reflections on student work samples

Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

Strategies:

- **Performance Evaluations:** Conduct regular performance evaluations that provide timely constructive feedback and identify areas for growth.
- **Staff Surveys:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.
- **Coaching walks:** Conduct regular coaching walks that provide constructive feedback and identify areas for growth. Work collaboratively with coaches, administrators and mentor teachers to develop an action plan for improvement.

Measurement:

- Results from staff satisfaction surveys.
- Feedback from performance evaluations.
- Analysis of feedback trends to inform school improvement plans.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Teacher and staff morale has shown a decrease, resulting in additional decreases in staff effectiveness and participation. In addition, student achievement has decreased as a result of decreasing teacher performance. **Root Cause:** As a result of implementation of tasks required of teachers, both new and supplementary to existing tasks, teachers struggle to maintain an efficient balance between mental health and job responsibility. Teachers and staff will benefit from additional resources to help restore a positive relationship with both job responsibility and the school building.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District will use data driven planning to prioritize resource allocations.

Ensure that the campus is using data to determine spending decisions.

Strategies:

- **Planning period:** Provide a weekly planning period during interventions for core teachers to review data.
- **Coaching walks:** Dean, CIC and CIS will conduct at least 5 coaching walks per week and provide feedback within 48 hours. A tiered coaching approach will be used by instructional specialists. Based on data collected during coaching walks, instructional specialists will determine appropriate professional development.
- **PLC/Campus planning:** Engage in effective PLC planning at least twice a month to help plan effective lessons, evaluate common assessments and implement best practices.
- **Staffing:** Purposely place staff according to campus and student needs.

Measurements:

- Minutes of PLC and planning period
- Documentation of coaching walks and feedback
- Finalized master board

Goal 3.2: The District will prepare Budgets using transparent and open communication amongst stakeholders.

Ensure that the campus is communicating the use of resources on a consistent basis.

Strategies:

- **SBDM committee:** Site-based decision making committee and Title I meetings will be held before required deadlines. The committee will make funding decision based on campus needs and communicate with all stakeholders.
- **Open Communication:** Access to the campus improvement plan on the LHMS website.

Measurements:

- Minutes of SBDM and Title I meetings
- CIP located on the LHMS website

Goal 3.3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Create a positive culture and climate within the campus and all departments.

Strategies:

- **Attendance Monitoring:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.
- **Teacher/Staff/Student of the month:** Recognize and spotlight a teacher and staff member each month.
- **Staff culture building:** Provide opportunities for staff to gather and build community.

- **Incentive programs:** Reward students for good attendance, behavior and punctuality with tickets to dances, dress-up days and pep rallies.

Measurements:

- Attendance data tracking and analysis.
- Surveys assessing staff satisfaction with work environment
- Surveys assessing student satisfaction with school environment
- Facebook postings of Teacher/Staff/Student of the month
- Analysis of student participation in dances, pep rallies, etc.

Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.

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

Strategies:

- **Financial Training:** Provide appropriate staff with professional development and training to ensure proper use of campus resources.
- **Professional Development:** LHMS will have staff conduct campus level training to ensure that everyone benefits from the training, while reducing the time and money spent sending additional staff to the same training.
- **Para Professional development:** LHMS will develop a professional development plan to provide initial training on duties and expectations.

Measurements:

- Feedback from audits
- Para Professional surveys

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS will increase participation in extracurricular activities before and after school, including increasing enrollment in orchestra, band, choir, dance, cheer, sports, and Academic UIL.

Progress Measure (Lead): LHMS will promote awareness of athletics, fine arts, and Academic UIL through the use of showcases and informational events. LHMS will look to increase Academic UIL participation by 15%

Outcome Measure (Lag): Athletic Participation will increase from 25% to 40%. Fine Arts Participation will increase from 15% to 25%. Choir Participation will increase from 12% to 25%. Band Participation will increase from 22% to 30%. Orchestra Participation will increase from 9% to 15%. Theatre Arts Participation will increase from 15% to 25%. Academic UIL Participation will increase from 8 % to 25 %.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, AP, CIS, CIS, Counselors

Collaborating Departments: Athletics, Fine Arts

Problem Statements: Student Success 12

Funding Sources: Supplies for participation for Academic UIL event - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,500

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS will increase the number of clubs available to students.

Progress Measure (Lead): LHMS will create more clubs, including a Drone Club, Cooking Club, Student Council Club, and others to increase student club participation.

Outcome Measure (Lag): LHMS Clubs and Organizations will increase from 6 to 12.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, Club Sponsors, Counselors

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 3, 12

Key Strategic Action 3 Details

Key Strategic Action 3: LHMS will continue to implement and create positive incentive programs for all students, as well as utilize Capturing Kids Hearts to build a positive school culture.

Progress Measure (Lead): LHMS will provide training for all staff for Capturing Kids Hearts. LHMS will utilize a positive point system for students, including the use of Pride Bucks and the Hero reward system. LHMS will implement a positive referral process, utilize pep rallies, spirit weeks, and a student of the month program. In addition, LHMS will use staff and parent surveys and provide two parent teacher conferences for all students.

Outcome Measure (Lag): LHMS total discipline referrals will decrease

LHMS attendance rate will increase by 3%

LHMS staff survey results will show a 60% increase in positive responses.

Pride Buck distribution will show an increase of 50%.

LHMS will select a 6th, 7th, and 8th grade student of the month for all months of the school year.

100% of LHMS parents will be provided two parent conference opportunities during the 2024-2025 school year.

LHMS parent surveys will show an increase of 75% satisfaction with school communications and parent involvement.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, CIS, CIC, Librarian, Counselors, Attendance Secretary

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Success 3, 12

Funding Sources: Low cost instructional incentives - 166 - State Comp Ed - 166.11.6498.00.049.30.AR0 - \$500

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS will create pathways for all students to engage in advanced academics, and provide additional learning opportunities for students in advanced academics.

Progress Measure (Lead): LHMS will create a system for teachers to identify students who would benefit from advanced academic placement, implement monthly supplemental instructional opportunities for advanced academic students, and provide a trip to Tap Tap Art for GT students. LHMS will use interest surveys to invite members of the community to provide introductions to careers. LHMS will implement monthly supplemental instruction and engagement opportunities for advanced academic students.

Outcome Measure (Lag): Advanced academic opportunities will increase on campus by 15%.

100% of GT students will participate in a Tap Tap Art trip.

100% of indentified advanced academic students will participate in supplemental instruction opprotunities.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Counselors, Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 9

Funding Sources: Field Trip - Bus - 177 - Gifted/Talented - 177.11.6494.00.049.21.000 - \$200, Field Trip supplies - 177 - Gifted/Talented - 177.11.6399.00.049.21.000 - \$1,000, Field Trip - Subs - 177 - Gifted/Talented - 177.11.6116.00.049.21.000 - \$500, Field Trip - 177 - Gifted/Talented - 177.11.6299.00.049.21.000 - \$2,360, Supplies for TPSP Projects - 177 - Gifted/Talented - 177.11.6399.00.049.21.000 - \$602, Teacher memberships for TAGT - 177 - Gifted/Talented - 177.13.6495.00.049.21.000 - \$240

Key Strategic Action 5 Details

Key Strategic Action 5: LHMS will provide campus visits to introduce students to high school opportunities

Progress Measure (Lead): LHMS will coordinate visits to Career Center for 8th graders.

Outcome Measure (Lag): 100% of LHMS 8th graders will participate in a trip to KISD Career Center

Dates/Timeframes: Spring 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Counselors

Key Strategic Action 6 Details

Key Strategic Action 6: SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students

Progress Measure (Lead): Lessons on bullying and violence will be provided through classroom guided lessons each month.

Outcome Measure (Lag): Bully Report will reduce by 5% over 23/23 SY.

Dates/Timeframes: Monthly through May 2025

Staff Responsible for Monitoring: Counselors

Collaborating Departments: None

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

Key Strategic Action 7 Details

Key Strategic Action 7: LHMS will facilitate a field day for LHMS students to participate in.

Progress Measure (Lead): LHMS will participate in a field day event that includes a variety of physical and skill events.

Outcome Measure (Lag): 100% of LHMS students will be provided an opportunity to participate in field day.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers, Assistant Principals, Counselors

Collaborating Departments: Counselors

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Success 3, 11, 12

Goal 1 Problem Statements:

Student Success

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 9: 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 9 Area

Problem Statement 11: 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 12: 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 Capturing Kids Hearts 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.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS will utilize SAVVAS myPerspectives for Tier 1 reading and writing instruction.

Progress Measure (Lead): All LHMS RLA and intervention teachers will receive training on the SAVVAS curriculum program, and utilize all supplies required for SAVVAS myPerspectives.

Outcome Measure (Lag): 100% of LHMS RLA teachers will utilize SAVVAS curriculum resources. 100% of LHMS RLA students will perform at Meets or better on the 2025 Spring RLA STAAR test.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 3

Funding Sources: Supplemental instructional supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,000

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS will use i-Ready curriculum for accelerated instruction during Intervention Period (WIN Time) and after school.

Progress Measure (Lead): LHMS teachers will receive training on and implement i-Ready to use during intervention time. LHMS will create and use Lion Hour as an after-school RLA learning resource.

Outcome Measure (Lag): 100% of LHMS intervention teachers will utilize the I-Ready program during intervention periods. 100% of LHMS 6th grade students that are identified in need of supplemental RLA instruction, in addition to HB 1416 students, will attend the Lion Hour supplemental instruction program.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Campus Tech, Teachers

Problem Statements: Student Success 1, 2, 3, 9, 10

Funding Sources: Lion Hour tutoring supplies - 166 - State Comp Ed - 166.11.6399.00.049.30.AR0 - \$1,000, i-Ready training for teachers - 166 - State Comp Ed - 166.13.6495.00.049.30.AR0 - \$6,600, Instructional assistants - 166 - State Comp Ed - 166.11.6129.00.049.30.AR0 - \$45,006

Key Strategic Action 3 Details

Key Strategic Action 3: RLA teachers of Emergent Bilingual students will utilize professional development and book studies to support Emergent Bilingual students in the classroom setting.

Progress Measure (Lead: 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. Teachers will be supported in their ability to differentiate for the needs of EB students through professional development and book studies.

Outcome Measure (Lag): 100% of EB Students will achieve Meets Grade Level on End of Year Staar Test.

Dates/Timeframes: August 2024 - May 2025

Staff Responsible for Monitoring: Dean, CIC, CIS, ELL Teachers

Collaborating Departments: None

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

Funding Sources: Technology devices and supplies for use with digital language Acquisition, translation and intervention. - 165/ES0 - ELL - 165.11.6398.00.049.25.ES0 - \$1,800, Flocabulary Instructional Resource - 165/ES0 - ELL - 165.11.6299.OL.049.25.ES0 - \$3,000, Bilingual Dictionaries for EB Students - 165/ES0 - ELL - 165.11.6329.00.049.25.ES0 - \$520

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS will implement cross-curricular instruction for social studies students, with an emphasis on reading and writing skills.

Progress Measure (Lead: LHMS will utilize social studies curriculum to emphasize reading and writing.

Outcome Measure (Lag): 8th grade students will meet grade level on the 2025 Social Studies STAAR exam

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

Problem Statements: Student Success 3, 5, 9

Funding Sources: Social Studies Instructional Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,000

Goal 2 Problem Statements:

Student Success

Problem Statement 1: 55% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not perform at Meets grade level standard on Spring 2024 Reading STAAR. **Root Cause:** Teachers need guidance on lesson plan internalization, establishing multiple paths of instruction geared towards a clearly defined goal, and administering formative assessments that are tightly-aligned to state standards.

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

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Student Success

Problem Statement 5: 74% of 8th grade students did not attain Meets Grade Level standard on the Spring 2024 Social Studies STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 9: 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 9 Area

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS will utilize the Carnegie for Tier 1 mathematics instruction.

Progress Measure (Lead): All LHMS math and intervention teachers will receive training on the Carnegie curriculum program, and utilize all supplies required for Carnegie.

Outcome Measure (Lag): 100% of LHMS math teachers will utilize Carnegie curriculum resources. 100% of LHMS math students will perform at Meets or better on the 2025 Spring Math STAAR and Algebra EOC test

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

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 Success 2, 3, 4

Funding Sources: Supplies to support the implementation and use of Carnegie Math - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$2,700

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS will use Mathia for accelerated instruction during Intervention Period (WIN Time) and after school

Progress Measure (Lead): LHMS teachers will receive training on and implement Mathia to use during intervention time. LHMS will create and use Lion Hour as an after-school math learning resource.

Outcome Measure (Lag): 100% of LHMS intervention teachers will utilize the Mathia program during intervention periods. 100% of LHMS 6th grade students that are identified in need of supplemental math instruction, in addition to HB 1416 students.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

Problem Statements: Student Success 2, 3, 4

Key Strategic Action 3 Details

Key Strategic Action 3: LHMS will implement cross-curricular instruction for science students, with an emphasis on math skills.

Progress Measure (Lead): LHMS will utilize Science curriculum to emphasize mathematics instruction

Outcome Measure (Lag): 8th grade students will meet grade level on the 2025 Science STAAR exam

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 6

Funding Sources: Science Instructional Materials - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,000

Goal 3 Problem Statements:

Student Success

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

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS 8th graders will prepare and interview with community partners in a field of their own interest.

Progress Measure (Lead): LHMS will use a mock-interview process for 8th grade students that are geared toward specific career paths.

Outcome Measure (Lag): 100% of LHMS 8th grade students will participate in a specific career focused mock interview.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Counselors, Teachers

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Success 11

Funding Sources: Resources to be used during Mock Interviews to help students focus on specific occupations. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$2,000

Key Strategic Action 2 Details

Key Strategic Action 2: Community partners will share job requirements and opportunities that are available in respective fields.

Progress Measure (Lead): LHMS will utilize a career fair for all students.

Outcome Measure (Lag): 100% of LHMS students will be provided an opportunity to attend a Career Fair.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Counselors, Teachers, Parent Liaison

Problem Statements: Student Success 11

Funding Sources: Supplies for career fair - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$2,000

Key Strategic Action 3 Details

Key Strategic Action 3: Students enrolled in Avid will engage in rigorous instruction using strategies to prepare them for college, and or career readiness.

Progress Measure (Lead): Avid teachers will attend the Avid conference and incorporate strategies to ensure Avid Students learn to their maximum potential.

Outcome Measure (Lag): 100% of Avid students will leave LHMS prepared to meet the challenges of higher education and career criteria.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

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

Funding Sources: Avid Conference travel - 166 - State Comp Ed - 166.13.6411.00.049.30.AR0 - \$600, Avid Conference Admission - 166 - State Comp Ed - 166.13.6495.00.049.30.AR0 - \$3,325

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS will conduct Staar Boot Camp for students identified in need of remediation and supplemental instruction.

Progress Measure (Lead): LHMS will use data resources to identify students in need of supplemental instruction and remediation, and provide the opportunity to attend STAAR Bootcamp

Outcome Measure (Lag): 100% of LHMS Students will perform at Meets Grade Level on the end-of-year Staar exam.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Dean, CIC, CIS

Collaborating Departments: None

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

Funding Sources: Instructional materials for math Bootcamp - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$1,150, Toner Cartridges for use during bootcamp to assist students, including mostly At-Risk students meet state standards. - 211 - ESEA, Title I Part A - 211.11.6395.00.049.30.000 - \$2,760

Key Strategic Action 5 Details

Key Strategic Action 5: LHMS will conduct a Science Olympics in order to promote and foster student engagement in STEM.

Progress Measure (Lead): Science Olympiad will provide students with the opportunity to engage with STEM related materials.

Outcome Measure (Lag): 100% of students will engage in various STEM related activities.

Dates/Timeframes: August 2024 - May 2025

Staff Responsible for Monitoring: Instructional Dean, CIC, CIS

Collaborating Departments: None

TEA Priorities:

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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Materials for Science Olympiad - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$3,000

Goal 4 Problem Statements:

Student Success

Problem Statement 11: 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.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS will create a positive work environment so that staff needs are addressed and maintained.

Progress Measure (Lead): LHMS will select staff members of the month, conduct staff surveys, create protected space for staff to improve mental health, and utilize survey results to ensure staff needs are met.

Outcome Measure (Lag): Staff morale will increase, as shown in staff surveys.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Counselors

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Success 2, 9, 12, 13 - Human Capital 1

Funding Sources: Materials for Reflection Room - 211 - ESEA, Title I Part A - 211.11.6393.00.049.30.000 - \$6,650

Goal 1 Problem Statements:

Student Success

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

Problem Statement 9: 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 9 Area

Problem Statement 12: 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 Capturing Kids Hearts 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.

Problem Statement 13: Teacher and staff morale has shown a decrease, resulting in additional decreases in staff effectiveness and participation. In addition, student achievement has decreased as a result of decreasing teacher performance. **Root Cause:** As a result of implementation of tasks required of teachers, both new and supplementary to existing tasks, teachers struggle to maintain an efficient balance between mental health and job responsibility. Teachers and staff will benefit from additional resources to help restore a positive relationship with both job responsibility and the school building.

Human Capital

Problem Statement 1: Teacher and staff morale has shown a decrease, resulting in additional decreases in staff effectiveness and participation. In addition, student achievement has decreased as a result of decreasing teacher performance. **Root Cause:** As a result of implementation of tasks required of teachers, both new and supplementary to existing tasks, teachers struggle to maintain an efficient balance between mental health and job responsibility. Teachers and staff will benefit from additional resources to help restore a positive relationship with both job responsibility and the school building.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Using the master board, LHMS will strategically place teachers to ensure the needs of all students are met.</p> <p>Progress Measure (Lead): LHMS will utilize a simple tally to ensure sufficient classroom sections are provided. Vacancies will be utilized where needed, and filled accordingly.</p> <p>Outcome Measure (Lag): 100% of required class sections will be provided to students.</p> <p>Dates/Timeframes: July 2024-May 2025</p> <p>Staff Responsible for Monitoring: Principal, Dean, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Success 2</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 2: New teachers require training and on-going support throughout the year. Root Cause: Most new hires to campus have 5 years or less total teaching experience.</p>

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details

Key Strategic Action 1: Using data, LHMS will identify areas of student need, and ensure teachers, Dean of Instruction, Campus Instruction Specialist, and Campus Instructional Coach are trained to implement best-practice strategies.

Progress Measure (Lead): The Dean of Instruction, Campus Instructional Specialist, Campus Instructional Coach, and lead teachers will utilize professional learning opportunities, including outside of KISD, to engage in learning about PLC practices and teaching methods that meet the needs of LHMS students.

Outcome Measure (Lag): All LHMS teachers will learn about and engage in best practices to meet the needs of students.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 4, 5, 6, 7, 9, 10

Funding Sources: Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.049.30.000 - \$103,759, CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.049.30.000 - \$77,930, Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.049.30.000 - \$32,648, Supplies needed to provide critical support to staff in order to improve student outcomes for all At-Risk Students. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$2,500

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS GT Teachers and CIC will attend the TAGT Conference in San Antonio in order to learn how to nurture the exceptional minds of gifted students. Participants will learn how to provide them with opportunities to thrive, explore their talents, and reach their fullest potential.

Progress Measure (Lead): Participants will receive training on and implement rigorous opportunities for gifted students to showcase their exceptional attributes.

Outcome Measure (Lag): 100% GT Students will be provided the opportunity to showcase their exceptional academic talents during the GT Showcase.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, GT Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 10

Funding Sources: TAGT Conference for GT Teachers and CIS - 177 - Gifted/Talented - 177.13.6411.00.049.21.000 - \$1,800, TAGT Conference Hotel/Travel - 177 - Gifted/Talented - 177.13.6411.00.049.21.000 - \$1,700, TAGT Sub - 177 - Gifted/Talented - 177.11.6116.00.049.21.000 - \$600

Key Strategic Action 3 Details

Key Strategic Action 3: LHMS Dean, CIS, CIC, and department lead teachers will attend the Get Your Teach on Conference.

Progress Measure (Lead): Instructional team will engage in professional development with a focused geared towards best practices for students.

Outcome Measure (Lag): 100% of content provided will be turned around to all LHMS teachers.

Dates/Timeframes: Summer 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 4, 5, 6, 7, 9, 10

Funding Sources: Conference entry - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$5,483, Lodging and travel expenses for staff attending conference - 211 - ESEA, Title I Part A - 211.13.6411.00.049.30.000 - \$5,100

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS will provide At-Risk student training for students and staff.

Progress Measure (Lead): LHMS will provide character lessons and at-risk student engagement instruction through 3 sessions of Perfection on Wheels.

Outcome Measure (Lag): 100% of LHMS staff and students will be provided the opportunity to interact with Perfection on Wheels.

Dates/Timeframes: October 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 12

Funding Sources: Perfection on Wheels Training for Students - 211 - ESEA, Title I Part A - 211.11.6299.00.049.30.000 - \$3,200

Goal 3 Problem Statements:

Student Success

Problem Statement 1: 55% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not perform at Meets grade level standard on Spring 2024 Reading STAAR. **Root Cause:** Teachers need guidance on lesson plan internalization, establishing multiple paths of instruction geared towards a clearly defined goal, and administering formative assessments that are tightly-aligned to state standards.

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

Student Success

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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 5: 74% of 8th grade students did not attain Meets Grade Level standard on the Spring 2024 Social Studies STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 7: 61% of 6th grade, 56% of 7th grade, and 73% of 8th grade Emergent Bilingual students did not attain Meets Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 9: 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 9 Area

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Problem Statement 12: 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 Capturing Kids Hearts 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.

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: LHMS teachers will be provided a wholesome coaching process, including the use of TTESS and the Get Better Faster coaching model.</p> <p>Progress Measure (Lead): New LHMS teachers will be provided an official mentor. All teachers and teacher appraisers will engage in the TTESS evaluation process, and utilize the Get Better Faster coaching model.</p> <p>Outcome Measure (Lag): 100% of teachers assigned at LHMS will complete the TTESS process, and will utilize both TTESS and Get Better Faster for timely feedback on job performance.</p> <p>Dates/Timeframes: August 2024-May 2025</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, CIS, CIC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 1, 2, 4, 5, 6, 7, 9, 10</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: All LHMS auxiliary staff will be provided authentic opportunities to understand their role and responsibilities within their respective work.</p> <p>Progress Measure (Lead): LHMS auxiliary staff will engage in beginning and end of year meetings with their respective supervisors to ensure clarity and expectations for their specific roles.</p> <p>Outcome Measure (Lag): 100% of LHMS auxiliary staff will be evaluated by a supervisor.</p> <p>Dates/Timeframes: August 2024-May 2025</p> <p>Staff Responsible for Monitoring: Principal, Dean</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7, 9, 10</p>

Goal 4 Problem Statements:

Student Success

Problem Statement 1: 55% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not perform at Meets grade level standard on Spring 2024 Reading STAAR. **Root Cause:** Teachers need guidance on lesson plan internalization, establishing multiple paths of instruction geared towards a clearly defined goal, and administering formative assessments that are tightly-aligned to state standards.

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

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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 5: 74% of 8th grade students did not attain Meets Grade Level standard on the Spring 2024 Social Studies STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 7: 61% of 6th grade, 56% of 7th grade, and 73% of 8th grade Emergent Bilingual students did not attain Meets Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 9: 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 9 Area

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details

Key Strategic Action 1: During PLC , team planning, and lead teacher meetings, LHMS will utilize MAP data, STAAR data, and Benchmark data to determine areas in need of improvement.

Progress Measure (Lead: Using data obtained from MAP, STAAR, and benchmark assessments, LHMS will identify areas of instructional need, and allocate resources to close student instructional gaps.

Outcome Measure (Lag): 100% of instructional needs will be addressed accordingly when indicated by assessment data.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Assistant Principals

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 3, 4, 5, 6, 7, 9

Funding Sources: Materials for the reproduction of data to be delivered at PLCs to drive instruction for At-Risk students. - 211 - ESEA, Title I Part A - 211.11.6399.00.049.30.000 - \$6,000

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS Math teachers will utilize fall and spring protected planning days.

Progress Measure (Lead: LHMS math teachers will engage in three protected planning days to use data to plan instructional decisions.

Outcome Measure (Lag): 100% of LHMS math teachers will be provided three planning days

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 4, 9

Funding Sources: Payment for substitute teachers - 166 - State Comp Ed - 166.13.6299.SB.049.30.AR0 - \$1,900

Key Strategic Action 3 Details

Key Strategic Action 3: LHMS RLA teachers will utilize fall and spring protected planning days.

Progress Measure (Lead): LHMS RLA teachers will engage in three protected planning days to use data to plan instructional decisions.

Outcome Measure (Lag): 100% of LHMS math teachers will be provided three planning days

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2, 7, 9, 10

Funding Sources: Pay for teacher substitutes - 166 - State Comp Ed - 166.13.6299.SB.049.30.AR0 - \$1,600

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS Social Studies teachers will utilize fall and spring protected planning days.

Progress Measure (Lead): LHMS Social Studies teachers will engage in three protected planning days to use data to plan instructional decisions.

Outcome Measure (Lag): 100% of LHMS Social Studies teachers will be provided three planning days

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 5, 9, 10

Funding Sources: Pay for Substitute Teachers - 166 - State Comp Ed - 166.13.6299.SB.049.30.AR0 - \$1,150

Key Strategic Action 5 Details

Key Strategic Action 5: LHMS Science teachers will utilize fall and spring protected planning days.

Progress Measure (Lead): LHMS Science teachers will engage in three protected planning days to use data to plan instructional decisions.

Outcome Measure (Lag): 100% of LHMS Science teachers will be provided three planning days

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Success 6, 9, 10

Funding Sources: Pay for Substitute Teachers - 211 - ESEA, Title I Part A - 211.13.6299.00.049.30.SUB - \$0

Goal 1 Problem Statements:

Student Success

Problem Statement 1: 55% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not perform at Meets grade level standard on Spring 2024 Reading STAAR. **Root Cause:** Teachers need guidance on lesson plan internalization, establishing multiple paths of instruction geared towards a clearly defined goal, and administering formative assessments that are tightly-aligned to state standards.

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

Problem Statement 3: The LHMS economic disadvantaged student population has increased to 71%, resulting in an increase of the number of students struggling for access to resources and opportunities required for a well-rounded learning experience. **Root Cause:** LHMS demographics continue to change.

Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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 5: 74% of 8th grade students did not attain Meets Grade Level standard on the Spring 2024 Social Studies STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 7: 61% of 6th grade, 56% of 7th grade, and 73% of 8th grade Emergent Bilingual students did not attain Meets Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 9: 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 9 Area

Student Success

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Key Strategic Action 1 Details

Key Strategic Action 1: LHMS will utilize the Site-Based Decision Making Committee to plan and create the school budget, and to communicate the use of school budget with all school constituents.

Progress Measure (Lead): LHMS will host 6 SBDM meetings during the 2024-2025 school year.

Outcome Measure (Lag): LHMS will complete 6 SBDM meetings, using official meeting documents to provide transparency with all school constituents.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Success 2, 11

Key Strategic Action 2 Details

Key Strategic Action 2: LHMS will host parent workshops to provide resources for parents to help students at home.

Progress Measure (Lead): LHMS will host monthly meeting with guardians to inform them of the available resources the campus provides to ensure student and parent success at home.

Outcome Measure (Lag): All LHMS parents will provided monthly opportunities to learn about and utilize resources to use at home.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Parent Liaison

Problem Statements: Student Success 11

Funding Sources: Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.049.24.PAR - \$500, Snacks for family program events and community involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.049.24.PAR - \$404

Key Strategic Action 3 Details

Key Strategic Action 3: LHMS will host two Math night sessions to provide parents resources at home.

Progress Measure (Lead): LHMS parents will be provided information on their students math instruction, and utilize resources for use at home.

Outcome Measure (Lag): 100% of LHMS will be provided two opportunities to learn how to support their student at home.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Parent Liaison, Teachers

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 4, 11

Funding Sources: Food for family engagement night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.049.24.PAR - \$500, Materials needed for parent use at home - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.049.24.PAR - \$500

Key Strategic Action 4 Details

Key Strategic Action 4: LHMS will host two RLA night sessions to provide parents resources at home.

Progress Measure (Lead): LHMS parents will be provided information on their students RLA instruction, and utilize resources for use at home.

Outcome Measure (Lag): 100% of LHMS will be provided two opportunities to learn how to support their student at home.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Parent Liaison, Teachers

Problem Statements: Student Success 1, 11

Funding Sources: Food for families during RLA session - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.049.24.PAR - \$500, Resources for parents to use at home to help with RLA instruction - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.049.24.PAR - \$500

Key Strategic Action 5 Details

Key Strategic Action 5: LHMS will provide two parent conferences to all LHMS student guardians.

Progress Measure (Lead): LHMS will provide one parent teacher conference in the fall, and one parent-teacher conference in the spring to all student's guardians.

Outcome Measure (Lag): 100% of guardians will be provided the opportunity to have two parent conferences with their students intervention teacher.

Dates/Timeframes: August 2024-May 2025

Staff Responsible for Monitoring: Principal, Dean, CIS, CIC, Parent Liaison, Teachers

Problem Statements: Student Success 1, 4, 5, 6, 7, 12

Funding Sources: Supplemental Pay for Teachers Outside Contract Hours for Parent Conference Events - 211 - ESEA, Title I Part A - 211.11.6118.CA.049.30.000 - \$6,500

Goal 2 Problem Statements:

Student Success

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Problem Statement 4: 74% of 6th grade students, 54% of 7th grade students, and 50% of 8th grade students did not attain the Meets Grade Level standard on the Spring 2024 Math STAAR test. **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.

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Problem Statement 6: 58% of 8th graders did not attain Meets Grade Level standard on the Spring 2024 Science STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 7: 61% of 6th grade, 56% of 7th grade, and 73% of 8th grade Emergent Bilingual students did not attain Meets Grade Level standard on the Spring 2024 RLA STAAR test. **Root Cause:** There is a need for ongoing teacher development in data assessment for the planning of corrective instruction for students throughout the academic year.

Problem Statement 11: 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 12: 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 Capturing Kids Hearts 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.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: LHMS will monitor the implementation of Capturing Kids Hearts, as well as continue to utilize staff and parent input through survey distribution to build and sustain a positive school culture.</p> <p>Progress Measure (Lead): All staff will be trained with Capturing Kids Hearts, and all staff will have access to a secure method of providing campus culture feedback.</p> <p>Outcome Measure (Lag): 100% of staff will be trained with Capturing Kids Hearts, and all staff will be provided opportunities to provide feedback on campus culture.</p> <p>Dates/Timeframes: August 2024-May 2025</p> <p>Staff Responsible for Monitoring: Principal, Dean, Counselors</p> <p>Collaborating Departments: Counseling</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Success 12</p>

Goal 3 Problem Statements:

Student Success
<p>Problem Statement 12: 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 Capturing Kids Hearts 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.</p>

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: LHMS will implement and utilize district resources, including curriculum support, discipline, staffing, and attendance procedures.</p> <p>Progress Measure (Lead: Staff will be trained on and implement required curriculum resources. LHMS will utilize a provided discipline matrix to address violations of the Student Code of Conduct. LHMS will seek highly qualified teachers to ensure the campus is fully-staffed with teachers, and will utilize vacancies when appropriate. LHMS will use the Rawee substitute system to ensure substitutes are placed on campus in a timely and efficient manner.</p> <p>Outcome Measure (Lag): ALL LHMS staff will be trained on and implement required resources, ensuring all policies are followed.</p> <p>Dates/Timeframes: August 2024-May 2025</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, CIS, CIC, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 2, 9, 10, 11, 12</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: All 7th grade students will complete a Reading Fluency test. Results will be used to provide targeted instruction.</p> <p>Progress Measure (Lead: LHMS will provide headsets with microphones for all 7th grade students in order to adequately complete the Reading Fluency test.</p> <p>Outcome Measure (Lag): 100% of all LHMS 7th grade students wil conduct Reading fluency testing three time per year within the NWEA MAP Program.</p> <p>Dates/Timeframes: August 2024 - May 2025</p> <p>Staff Responsible for Monitoring: Instructional Dean, CIC, CIS, Testing Coordinator</p> <p>Collaborating Departments: None</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>Funding Sources: Headphones for Reading Fluency testing - 166 - State Comp Ed - 166.11.6399.00.049.30.AR0 - \$3,325</p>

Goal 4 Problem Statements:

Student Success

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

Problem Statement 9: 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 9 Area

Problem Statement 10: 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, lesson internalization, DOK tasks identification, Learning Targets, & Cognitive Rigor Matrix lesson planning strategies is needed.

Problem Statement 11: 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.

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