

Killeen Independent School District

Live Oak Ridge Middle School

2024-2025



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Comprehensive Needs Assessment

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

Live Oak Ridge Middle School provides instruction for sixth, seventh, and eighth-grade students. This school year, we are projected to enroll approximately 693 diverse students, all of whom can receive free breakfast and lunch, enabling us to serve as a Title I Schoolwide campus. Notably, 63% of our student population is at risk of dropping out by state standards, which continues to grow. Our at-risk programs have expanded to meet their needs and reduce the dropout rate. The majority of our students are African American or Hispanic, and we have a strong military affiliation, with 45% of our parents serving on active duty or working as DOD (Department of Defense) employees. Our school also experiences a 28% mobility rate.

Approximately eighty percent of our student population is African American or Hispanic, and our staff demographics align closely with those of our students. This diversity enables us to celebrate our uniqueness and foster an inclusive campus community. The school climate of unity with family and community is evident in our daily practices. We embrace the identities of our students and staff through regular cultural and heritage celebrations. This year, we will continue with a parent liaison to strengthen the bond between staff and parents, and we frequently plan family events to promote this unity.

At LORMS, students have the opportunity to choose from various elective classes, including art, choir, band, Spanish, teen leadership, AVID (Advancement Via Individual Determination), and athletics. They can earn up to three high school credit hours in theater arts, art, Spanish, and Algebra. Additionally, students can join a wide array of clubs, such as jazz band, choir, art club, pep squad (Grade 6), yearbook club, Reading Club, Science Club, craft club, archery, chess, robotics, drone club, Spanish Club, Fellowship of Christian Athletes, Youth Council, Cheer Team, Principal Advisory Council for Kids (PACK), and C IS (Communities in School) mentoring. Various UIL extra-curricular activities are also open to all eligible students.

With our counseling team, students can attend group sessions during lunch to address critical topics such as self-esteem, conflict resolution, and self-harm prevention. These sessions are particularly designed for students facing significant hardships during the school year, such as suicidal thoughts, bereavement, lack of emotional support, and anxiety. The core components of the program are establishing safety, building connections, and teaching coping or regulation strategies. Our campus counselors play a vital role in connecting with students, empowering them, and guiding them through hands-on activities that promote social-emotional learning. Research has shown that enhancing Social Emotional Learning leads to higher academic achievement.

Our campus has strong partnerships with the Boys and Girls Club, Military Family Life Consultant, and Communities in School. The Boys and Girls Club provides an AM and PM program that meets the needs of our students (approx. 100) daily. The AM Boys and Girls Club program was started to assist our

working parents who need to drop their scholars off at school before 7:30 a.m. Communities in Schools, Military Family Life Consultant, and a SEL (Social Emotional Learning) counselor help to foster positive relationships and mentoring programs for our at-risk students. Intramural activities are available for sixth graders through our mentor-volunteer efforts.

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

Live Oak Ridge Middle School is dedicated to ensuring all students reach their maximum potential, particularly in reading and writing. To achieve this, we strive to be a highly effective learning community. At LORMS, students are provided with an additional class period specifically designed to strengthen their reading and writing skills through tailored instruction. Recognizing the importance of online learning support in closing the learning gap, we are committed to integrating digital tools and resources.

This year, we will implement I-Ready, a comprehensive online learning platform, to further support our students' development in reading and writing. Additionally, English Bilingual (EB) students can access translating devices and the K-12 Summit program to supplement their education and enhance their learning experience.

By investing in these resources and creating a supportive learning environment, Live Oak Ridge Middle School is committed to fostering student success in reading and writing, ensuring every student has the tools and opportunities to thrive academically.

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

Live Oak Ridge Middle School is committed to supporting student success in math through a variety of differentiated learning opportunities. Our approach ensures that students are consistently challenged and engaged, catering to their needs and abilities.

Math instruction at LORMS is enhanced through traditional direct instruction, individualized and collaborative learning options, and the use of online programs. Our math teachers meticulously use data to plan and implement lessons tailored to each student's requirements. This data-driven approach allows us to identify areas of need and provide targeted support.

For students who need additional help, we frequently utilize Lowman's Math supplements and Carnegie Math during interventions. These resources are specifically designed to remediate low-performance areas and help students build a solid foundation in math.

For those who consistently perform at or above grade level, we prepare discovery-based lessons that extend over multiple days. These lessons are designed to challenge and stimulate advanced learners, encouraging critical thinking and deeper understanding.

By employing these varied instructional strategies, Live Oak Ridge Middle School ensures all students have the opportunities and support they need to succeed in math.

STAARResults by Sub-groups for On-Grade Level Standard-Preliminary

Assessment	Economic Disadvantage	Black	Hispanic	Two or More Races	White	LEP	SPED	All Students
Reading	34%	32%	33%	38%	56%	31%	11%	36%

Assessment	Economic Disadvantage	Black	Hispanic	Two or More Races	White	LEP	SPED	All Students
Math	41%	37%	45%	54%	40%	48%	10%	42%

Three-Year At-A-Glance STAAR Pass Rate per Grade Level

Grade 6	Reading	Math			
2022	65	67			
2023(prelim/final)	41/65	26/58			
2024	63	55			
Grade 7	Reading	Math			
2022	61	41			
2023(prelim/final)	62/67	38/59			
2024	59	45			
Grade 8	Reading	Math	Algebra	Science	History
2022	78	64	100	50	35
2023(prelim/final)	56/69	31/62	100/100	29/47	15/32
2024	79	65	100	56	46

Overall, Live Oak Ridge Middle School students demonstrated increased growth on the annual STAAR assessment based on preliminary scores from last year. Reading proficiency for all grade-level students increased by one percentage point, while math proficiency showed double-digit growth. The 8th-grade team has consistently improved student achievement each year over the past three years.

Our goal for the upcoming academic year is to increase the percentage of students reading at grade level to 40% and those proficient in math to 45%. To achieve this, we will focus on strengthening the performance of specific sub-groups currently below the campus average in reading: Economically

Disadvantaged, African American, Hispanic, LEP, and SPED (special education) students. We will focus on Economically Disadvantaged, African American, White, and SPED students for math.

Our teachers are continuously developing their skills in data analysis using campus-specific tools. They need to monitor and document student progress throughout the year, particularly emphasizing the performance of African American, Hispanic, SPED, and Economically Disadvantaged students across various content areas. This targeted approach ensures that we address learning gaps and support all students in achieving academic success.

Our campus is well-equipped with technology to facilitate virtual learning opportunities. We have three computer labs with 30 desktops each, four mobile labs, and multiple sets of iPads and laptops. Most classrooms have at least three desktops, interactive projectors, and document readers to support diverse learning activities. This year, LORMS is scheduled for a technology update, and our goal is to provide every student with a personal device during the instructional day.

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

Live Oak Ridge Middle School has implemented a schoolwide focus on AVID (Advancement Via Individual Determination). Collaborating closely with our AVID site team, we have integrated AVID methodologies to provide robust academic support to our students. The demand for AVID sections has grown as we strive to meet our students' diverse needs and educational interests.

Students enrolled in AVID benefit from access to advanced courses and all students are encouraged to join to enhance their academic skills. AVID provides invaluable support in notetaking, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), and organizational skills. Additionally, our Honors and Gifted students engage in field-based instruction that enriches their understanding and mastery of grade-level content through real-world applications, complementing in-class learning experiences.

Student Success Strengths

Student and Parent Supports

Boys & Girls Club program

Daily Content Tutoring

ZAP- Zeros Aren't Permitted

Lab Support

Volunteer Program

Mentor Program

Quarterly Parent Conferences

Monthly P.A.C.K. Meetings

LPAC Monthly Review

Cultural Celebrations

Award Ceremonies

SEL lessons are conducted through Lobo Time

NJHS
Campus Clubs
Site-Based Decision-Making Committee Members
Community in Schools
Military Family Life Consultant
Home-School Compact
Parent Engagement Policy
Parent Liaison
Response to Intervention Practices
Campus Discipline System
Zero Referral Celebrations
Social-Emotional Learning Counselor

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

LORMS has a level III aide and instructional aides to assist struggling learners in small groups.

Every 6th-grade student can take reading to provide additional support for reading comprehension and writing through the I-Ready program.

Reading STAAR failures are reviewed through the RTI (Response to Intervention) process to be considered for ACC support classes.

Each ACC learning class has a full-time teacher to focus on student needs.

Pullout sessions are used to strengthen reading learning.

Class sets of books are provided during DEAR time to encourage reading endurance. Students can check out library books through their RLA (Reading Language Arts) classes.

Each student can select two free books at the Donation Book Fair.

Response to Intervention strategies is required and implemented to support student learning and success.

Quarterly RTI meetings are required to review student data.

RLA teachers have consistently had a 60% performance on the Reading STAAR over the past three years. Over 50% of our White population is reading on grade level.

Teachers have various technological equipment to incorporate into the student learning process.

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

LORMS has a level III aide and instructional aides to assist struggling learners in small groups.

Math STAAR failures are reviewed through the RTI process to be considered for ACC support classes.

Each ACC learning class has a full-time teacher to focus on student needs.

Pullout sessions are used to strengthen learning in Math.

Response to Intervention strategies is required and implemented to support student learning and success.

Quarterly RTI meetings are required to review student data.

Grade 8 math teachers have consistently increased performance on the Math STAAR over the past three years.

Math STAAR performance has increased for Two or more races to surpass the campus average.

Special Education students increased their overall performance on all STAAR assessments.

Teachers have various technological equipment to incorporate into the student learning process.

Overall, math has increased the percentage of grade-level students by twelve percentile points.

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

The Algebra pass rate is 100%.

Honors and Gifted & Talented classes of all core classes.

Advance Math is available for 6th graders in the top 40% of KISD (Killeen Independent School District).

All grade levels have an opportunity to take AVID.

Problem Statements Identifying Student Success Needs

Problem Statement 1: 36% of the LORMS students on-grade level for reading STAAR. **Root Cause:** Students are entering middle school with deficits in reading and writing.

Problem Statement 2: 42% of the LORMS students on-grade level for math STAAR, including EOC results. **Root Cause:** Students are entering middle school with deficits in math.

Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. **Root Cause:** Teachers lack the training and confidence to use data to guide the teaching and learning processes.

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

Problem Statement 5: Students struggle with the utilization of academic, emotional, and peer-conflict strategies. **Root Cause:** The Social Emotional Learning is not implemented schoolwide.

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.

At Live Oak Ridge Middle School, we are committed to creating a positive and supportive work environment that attracts and retains top-tier educators. Our recruitment efforts focus on identifying dedicated and passionate individuals eager to contribute to our mission of fostering academic excellence and personal growth in our diverse student body. Presently, 50% of our teachers have five or fewer years of teaching experience.

We pride ourselves on our collaborative and family-like atmosphere, where every staff member feels valued and supported. Teacher leaders and mentors play a crucial role in this environment, providing guidance and support to new and experienced teachers. This mentorship fosters professional growth and encourages a culture of continuous learning and development.

Our curriculum staff provides high-quality instructional resources and professional development opportunities. They work closely with teachers to implement best practices and innovative teaching strategies, ensuring our educational programs meet the highest standards.

The strong sense of community at Live Oak Ridge Middle School extends beyond the classroom. We emphasize building personal connections among staff, creating a warm and welcoming environment where everyone feels part of the family. This positive work culture enhances job satisfaction and translates into better outcomes for our students, as motivated and supported teachers are more effective in the classroom.

Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Live Oak Ridge aims to recruit and maintain highly effective teachers. When attending district-scheduled hiring functions, the recruitment team highlights the positive features of our culture, student success, and desire to grow future leaders. Once on campus, the fostering continues with a strong mentor pairing and campus support.

Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

This year's professional development initiatives will emphasize the gradual release model, fostering a growth mindset for all, discipline reform, and celebrating student achievement. Campus processes will enhance teachers' capacity to create a rich and rigorous learning environment dedicated to closing achievement gaps through differentiated instruction, conflict resolution, and critical reading strategies, using the Lead4ward guide with formative assessments. To address learning deficits, content staff, aides, the campus instructional coach, the curriculum specialist, and the academic dean will implement targeted pullout sessions.

Goal 2.4 ALL staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

PLC (Professional Learning Community) time is integral to our educational framework, serving as a dedicated period for lesson designing, data review, and i

incorporating the gradual release model and a growth mindset. During this time, teachers are equipped with best practices and advanced teaching techniques acquired through professional development experiences.

Teacher leaders collaborate with all faculty members to optimize effectiveness by building teacher capacity through collaboration, problem-solving, and data analysis. This collaborative approach ensures that the diverse needs of our students are met.

By leveraging PLC's time effectively, we aim to create a robust, data-driven instructional environment that supports continuous improvement and student success.

Human Capital Strengths

Professional Learning Communities meet every 10-12 days to discuss and design meaningful instruction.

Each core content receives a day of planning every nine weeks with their colleagues to focus on student data and lesson design.

Teachers on campus demonstrate their continuous dedication to being lifelong learners by having a master's degree or higher.

The Special Programs Facilitator supports our campus and allows more time for the admin to focus on instructional-driven practices.

Teachers have various technological equipment to incorporate into the student learning process.

Mobile labs have been purchased to make technology more accessible for all content areas during the year.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: There is a high turnover rate on campus for the last two years. 50% of our teachers have five or less years of experience. **Root Cause:** Teachers are leaving the profession due to stress, feeling a lack of support, and logistical tasks. There is a low recruitment class.

Problem Statement 2: There is a need to grow teacher capacity in data-driven planning to produce targeted instruction. **Root Cause:** Teachers lack the skill to connect data analysis with strategic lesson design and implementation.

Problem Statement 3: There is a need to increase morale and celebrations on campus. **Root Cause:** Teachers are experiencing burnout early in the year.

Financial Stewardship

Financial Stewardship Summary

To ensure transparency with stakeholders, Live Oak Ridge Middle School's SBDM (School-Based Decision Making) committee convenes monthly to prioritize resources based on thorough data analysis. We invite all stakeholders to participate actively by providing input and evaluating policies, procedures, and the overall campus culture and climate. This collaborative approach ensures that decisions reflect our school community's diverse perspectives and priorities, fostering a shared commitment to continuous improvement and student success.

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

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

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

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

Financial Stewardship Strengths

LORMS has a parent liaison to facilitate communication efforts.

Monthly parent meetings are held to promote campus communication and culture.

SBDM meetings are open to the public to discuss financial planning and goals.

The Campus Improvement Plan is a public document.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: There is limited stakeholder participation for campus events and non-extracurricular programs. **Root Cause:** Connections and communication efforts are not successful.

Problem Statement 2: Funds are not being incurred to support student learning proportionally. **Root Cause:** RTI is not being implemented in advance to identify student needs and resources needed.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details
<p>Key Strategic Action 1: Increase the number of clubs available on campus to all students.</p> <p>Progress Measure (Lead): Weekly club highlights to inform the opportunities on campus.</p> <p>Outcome Measure (Lag): Clubs and Organizations will increase from 10 to 15.</p> <p>Dates/Timeframes: October 2024 through May 2025</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, and Club Sponsors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 1</p>
Key Strategic Action 2 Details
<p>Key Strategic Action 2: LORMS will continue to have a Principal Advisory Council for Kids (P.A.C.K). The P.A.C.K will be the student voice on campus. The elected group will meet monthly with the principal and parent liaison to hear concerns from the students' perspective.</p> <p>Progress Measure (Lead): Each month the PACK will meet with the Lobo Time class to share updates from the meeting and gather concerns to bring back to the P.A.C.K . Each P.A.C.K member parent will have an opportunity to participate in the Parent Advisory Council with the principal.</p> <p>Outcome Measure (Lag): Increase student voice on campus. Provide a platform to teach social-discourse.</p> <p>Dates/Timeframes: May 2025</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison, Lobo Teachers</p> <p>Collaborating Departments: LORMS Counselors and Teacher Leaders</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Financial Stewardship 1</p> <p>Funding Sources: Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.50.30.000 - \$30,000</p>

Key Strategic Action 3 Details

Key Strategic Action 3: LORMS will promote an intramural basketball team and a Pep Squad for 6th graders.

Progress Measure (Lead): Intramural basketball team will start in October and play on Saturdays through March. Pep Squad should attend Campus Sporting events and support school spirit.

Outcome Measure (Lag): Increase sixth grade student participation in campus events. Foster a smoother transition to middle school for at-risk sixth graders. Build student cohesiveness among the new students.

Dates/Timeframes: October 2024 through March 2025

Staff Responsible for Monitoring: Coaches, Communities in School, Club Sponsor, and Principal

Collaborating Departments: Communities in Schools across the District

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 1

Key Strategic Action 4 Details

Key Strategic Action 4: LORMS will spotlight students of the week that exhibit the values and characteristics of a LOBO.

Progress Measure (Lead): Students are spotlighted weekly.

Outcome Measure (Lag): Increase student morale, pride, and positive behaviors on campus. Increase parent visitations to the LORMS social media sites.

Dates/Timeframes: September 2024 through May 2025

Staff Responsible for Monitoring: Intern, Classroom Teachers, Parent Liaison, and Principal

Collaborating Departments: Assistant Principals and SEL Counselor

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Financial Stewardship 1

Key Strategic Action 5 Details

Key Strategic Action 5: LORMS will embrace the philosophy of Capturing Kids Hearts to promote social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

Progress Measure (Lead): Checks will be done monthly on the fidelity of Capturing Kids Hearts.

Outcome Measure (Lag): Students will have more connectedness with the campus. Positive school culture will emerge for all stakeholders.

Dates/Timeframes: August 2024 through May 2025

Staff Responsible for Monitoring: Principal, Process Champions, and Staff

Collaborating Departments: KISD and CKH

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Success 5 - Human Capital 3

Key Strategic Action 6 Details

Key Strategic Action 6: LORMS will host Parent Engagement Activities, events, and classes that include program information, such as ESL and Dyslexia literacy games and family nights and topics that are of interest to our parents.

Progress Measure (Lead): An ESL and Dyslexia literacy games and family nights will be held at least once a semester.

Outcome Measure (Lag): The sub-groups demonstrate reading fluency will increase by at least 5%.

Dates/Timeframes: October 2024 to May 2025

Staff Responsible for Monitoring: ESL and Dyslexia Teachers, Program Admin

Collaborating Departments: Special Programs

TEA Priorities:

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Success 1, 4 - Financial Stewardship 1

Funding Sources: Literacy Material and Board Games - 166 - State Comp Ed - 166.61.6399.00.050.30.AR0 - \$500, Literacy Material and Board Games - 165/ES0 - ELL - 165.11.6399.00.050.25.ES0 - \$500, Parent Literature - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.50.24.PAR - \$1,500, Refreshments for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.050.24.PAR - \$500, Resources for Parent Engagement Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.050.24.PAR - \$1,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: 36% of the LORMS students on-grade level for reading STAAR. **Root Cause:** Students are entering middle school with deficits in reading and writing.

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

Problem Statement 5: Students struggle with the utilization of academic, emotional, and peer-conflict strategies. **Root Cause:** The Social Emotional Learning is not implemented schoolwide.

Human Capital

Problem Statement 3: There is a need to increase morale and celebrations on campus. **Root Cause:** Teachers are experiencing burnout early in the year.

Financial Stewardship

Problem Statement 1: There is limited stakeholder participation for campus events and non-extracurricular programs. **Root Cause:** Connections and communication efforts are not successful.

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: LORMS will provide differentiated instruction to strengthen reading and writing deficits for economically disadvantage, African American, Hispanic, LEP, GT, Honors, and SPED students.

Progress Measure (Lead): ELAR teachers will meet in PLC's every 10 days to analyze student data, complete lesson-internalization protocols, and review student work together to inform instructional practices.

Outcome Measure (Lag): LORMS will increase the number of students on grade level for Language Arts STAAR by 10% and each sub-group's performance for RLA will increase by at least 5%.

Dates/Timeframes: August 2024 - May 2025

Staff Responsible for Monitoring: Dean, CIS, CIC, and RLA AP

Collaborating Departments: Teacher Leaders and DIS

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 4

Key Strategic Action 2 Details

Key Strategic Action 2: LORMS students at-risk of failing the RLA STAAR will receive STAAR remediation during the school day using the iLit program.

Progress Measure (Lead): ACC RLA teacher utilizes data from iLit weekly to inform instructional practices.

Outcome Measure (Lag): LORMS Student Achievement rate will increase from 67% to 75%. and will increase the number of students on grade level for Language Arts STAAR by 10%

Dates/Timeframes: August 2024 through May 2025.

Staff Responsible for Monitoring: Dean, CIS, CIC, and RLA AP

Collaborating Departments: Counselors, Teacher Leaders, and DIS

Problem Statements: Student Success 1, 3

Key Strategic Action 3 Details

Key Strategic Action 3: LORMS will pilot a school-wide intervention program, IXL, to support RLA deficits for STAAR.

Progress Measure (Lead: LORMS teachers will receive school-wide training on IXL, and intervention teachers will use data from IXL monthly to address reading deficits during interventions.

Outcome Measure (Lag): LORMS will increase the number of students on grade level for Language Arts STAAR by 10% and each sub-group's performance for RLA STAAR will increase by at least 5%.

Dates/Timeframes: August 2024 through May 2025

Staff Responsible for Monitoring: Dean, CIS, CIC, and RLA AP

Collaborating Departments: Teacher Leaders, and DIS

TEA Priorities:

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

- **ESF Levers:**

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

Problem Statements: Student Success 1, 3, 4

Funding Sources: IXL Online Learning Program - 166 - State Comp Ed - 166.13.6399.00.050.30.AR0 - \$10,000

Key Strategic Action 4 Details

Key Strategic Action 4: Students with limited English proficiency will be enrolled in the ESL course for Reading and Writing Support for TELPAS and STAAR.

Progress Measure (Lead: Students who are identified as Limited English Proficiency will be enrolled in ESL courses.

Outcome Measure (Lag): Students will increase their English proficiency with a greater number of students moving from intermediate to advance/advance high. The sub-group's performance for TELPAS and RLA STAAR will increase by at least 5%.

Dates/Timeframes: August 2024 through May 2025

Staff Responsible for Monitoring: ESL Teachers, Dean, CIS, CIC, and RLA AP

Collaborating Departments: Counselors and Multilingual Services

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 1, 4

Key Strategic Action 5 Details

Key Strategic Action 5: Teachers who provide services to ESL students will attend the CIMA Emergent Bilingual Learner Conference

Progress Measure (Lead): Staff who attend the CIMA Emergent Bilingual Learner Conference will gain strategies to support instruction of ESL students, while also sharing those strategies during PLC for the entire campus.

Outcome Measure (Lag): Students will increase their English proficiency with a greater number of students moving from intermediate to advance/advance high. The sub-group's performance for TELPAS and RLA STAAR will increase by at least 5%.

Dates/Timeframes: August 2024 through May 2025

Staff Responsible for Monitoring: ESL Teachers, Dean, CIS, CIC, and RLA AP

Collaborating Departments: Teacher Leaders

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

Problem Statements: Student Success 1, 4

Funding Sources: PD Registration - 165/ES0 - ELL - 165.13.6411.00.050.25.ES0 - \$3,530

Key Strategic Action 6 Details

Key Strategic Action 6: LORMS will have an at-risk aide to support the ESL program through content language support, remediation, and differentiated instruction.

Progress Measure (Lead): Students who receive support from at-risk aide and ESL program will have data checks through Summit K-12 to see their growth.

Outcome Measure (Lag): Students will increase their English proficiency with a greater number of students moving from beginners to intermediate. The sub-group's performance for TELPAS and RLA STAAR will increase by at least 5%.

Dates/Timeframes: May 2024 through May 2025

Staff Responsible for Monitoring: ESL Teachers, Dean, CIS, CIC, and RLA AP

Collaborating Departments: Multilingual Services

TEA Priorities:

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

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 1, 4

Funding Sources: At-risk Aide - 166 - State Comp Ed - 166.11.6129.00.050.30.AR0 - \$32,000

Key Strategic Action 7 Details

Key Strategic Action 7: LORMS RLA and History teachers will participate in the think!360 conference.

Progress Measure (Lead): Teachers who attend the think!360 conference will share strategies learned through PLC with departments, such as improving teachers ability to internalize their lessons.

Outcome Measure (Lag): LORMS will increase the number of students on grade level for Language Arts and History STAAR by 10%, and each subgroup's performance for RLA will increase by at least 5%

Dates/Timeframes: December 2024 to May 2025

Staff Responsible for Monitoring: LORMS Curriculum Team and Department AP

Collaborating Departments: DIS

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Success 1, 3, 4

Funding Sources: PD - Registration, Travel and Lodging - 166 - State Comp Ed - 166.13.6411.00.050.30.AR0 - \$10,000, PD - Registration, Travel and Lodging - 165/ES0 - ELL - 165.13.6411.00.050.25.ES0 - \$2,200

Goal 2 Problem Statements:

Student Success

Problem Statement 1: 36% of the LORMS students on-grade level for reading STAAR. **Root Cause:** Students are entering middle school with deficits in reading and writing.

Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. **Root Cause:** Teachers lack the training and confidence to use data to guide the teaching and learning processes.

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

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: LORMS will provide differentiated instruction to strengthen problem solving and math fluency deficits for economically disadvantaged, African American, White, GT, Honors, and SPED students.

Progress Measure (Lead: Math teachers will meet in PLC's every 10 days to analyze student data, complete lesson-internalization protocols, and review student work together to inform instructional practices.

Outcome Measure (Lag): LORMS will increase the number of students on grade level for Math STAAR by 5%.

Dates/Timeframes: August 2024 -May 2025

Staff Responsible for Monitoring: Dean, CIS, CIC, and Math AP

Collaborating Departments: Teacher Leader and DIS

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3

Key Strategic Action 2 Details

Key Strategic Action 2: LORMS students at-risk of failing the Math STAAR will receive STAAR remediation during the school day using the Math Stream program.

Progress Measure (Lead: ACC Math teacher will utilize data from Math Stream weekly to inform instructional practices.

Outcome Measure (Lag): LORMS will increase the number of at-risk students who perform on grade level in Math by 5%.

Dates/Timeframes: August 2024 - May 2025

Staff Responsible for Monitoring: ACC Math Teacher, Dean, CIC, Math AP

Collaborating Departments: Teacher Leaders and DIS

TEA Priorities:

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

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3

Funding Sources: ACC Math Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.50.30.000 - \$72,000

Key Strategic Action 3 Details

Key Strategic Action 3: All math teachers will engage in lesson internalization protocol to design learning.

Progress Measure (Lead): Evidence of lesson internalization will be checked through classroom observations, and through PLC lesson internalization protocols.

Outcome Measure (Lag): Students will receive differentiated instruction to strengthen Tier One instruction, which will lead to an increase by 5% for "meets grade level".

Dates/Timeframes: August 2024 to May 2025

Staff Responsible for Monitoring: Math TL, CIC , and Dean

Collaborating Departments: Math AP and DIS

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, 4

Key Strategic Action 4 Details

Key Strategic Action 4: LORMS will use the IXL math program during interventions.

Progress Measure (Lead): Teachers will use the program weekly to improve foundational skills for mathematics.

Outcome Measure (Lag): LORMS will increase the number of at-risk students who perform on grade level in Math by 5%

Dates/Timeframes: October 2024 to May 2025

Staff Responsible for Monitoring: Dean, CIC, and TL

Collaborating Departments: CIS and DIS

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

Key Strategic Action 5 Details

Key Strategic Action 5: LORMS Math and Science teachers will participate in the think!360 conference.

Progress Measure (Lead): Teachers who attend the think!360 conference will share strategies learned through PLC with departments, such as improving teachers ability to internalize their lessons.

Outcome Measure (Lag): LORMS will increase the number of students on grade level for Math and Science STAAR by 10%, and each subgroup's performance for each content will increase by at least 5%

Dates/Timeframes: December 2024 to May 2025

Staff Responsible for Monitoring: Curriculum Team and Department AP

Collaborating Departments: DIS

TEA Priorities:

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

- ESF Levers:

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

Problem Statements: Student Success 2, 3, 4

Funding Sources: PD - Registration, Travel and Lodging - Math - 166 - State Comp Ed - 166.13.6411.00.050.30.AR0 - \$10,000

Goal 3 Problem Statements:

Student Success

Problem Statement 2: 42% of the LORMS students on-grade level for math STAAR, including EOC results. **Root Cause:** Students are entering middle school with deficits in math.

Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. **Root Cause:** Teachers lack the training and confidence to use data to guide the teaching and learning processes.

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

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: LORMS will utilize the AVID methodologies during interventions.

Progress Measure (Lead: AVID lessons will be presented during interventions once a month.

Outcome Measure (Lag): The use of WICOR strategies will allow students to increase their critical thinking skills and students will increase their performance for constructive responses by 10%

Dates/Timeframes: September 2024 to May 2015

Staff Responsible for Monitoring: AVID Site Team and Coordinator

Collaborating Departments: RLA Department and Advance Academics

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Success 1, 2

Funding Sources: Instructional Supplies - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$300, Printing Paper - 166 - State Comp Ed - 166.11.6399.00.050.30.AR0 - \$1,000

Key Strategic Action 2 Details

Key Strategic Action 2: LORMS will host two AVID curriculum nights.

Progress Measure (Lead: Avid will host a curriculum night in both the fall and spring semester.

Outcome Measure (Lag): Increase student employment of AVID strategies on assessments by 5% through the campus.

Dates/Timeframes: September 2024 to May 2025

Staff Responsible for Monitoring: AVID Site Team

Collaborating Departments: Advance Academics

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

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

Problem Statements: Student Success 4 - Financial Stewardship 1

Funding Sources: Parental Literature - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6299.00.050.24.PAR - \$282

Key Strategic Action 3 Details

Key Strategic Action 3: LORMS Site Team will attend the annual AVID Institute.

Progress Measure (Lead): LORMS AVID site team will attend the AVID institute during the summer.

Outcome Measure (Lag): Increase the number of students performing on grade level for reading and math by 5 percent.

Dates/Timeframes: September 2024 to June 2025

Staff Responsible for Monitoring: Principal, AVID Coordinator, and Principal Secretary

Collaborating Departments: Advance Academics

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 4 - Human Capital 2

Funding Sources: AVID Institute - 211 - ESEA, Title I Part A - 211.13.6411.00.50.30.000 - \$18,260

Key Strategic Action 4 Details

Key Strategic Action 4: LORMS GT students will participate in STEM field instruction.

Progress Measure (Lead): LORMS students will attend at least one field learning experience a semester.

Outcome Measure (Lag): Students will increase their Math and Science Meets to Masters for STAAR by at least 5%.

Dates/Timeframes: September 2024 to May 2025

Staff Responsible for Monitoring: GT Coordinator and GT Teachers

Collaborating Departments: Teacher Leaders and Advance Academics

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

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

Problem Statements: Student Success 2, 4

Funding Sources: GT Student Field Trip Admission - 177 - Gifted/Talented - 177.11.6412.00.050.21.000 - \$2,000, Travel for GT Field Trips - 177 - Gifted/Talented - 177.11.6494.00.050.21.000 - \$2,967

Goal 4 Problem Statements:

Student Success

Problem Statement 1: 36% of the LORMS students on-grade level for reading STAAR. **Root Cause:** Students are entering middle school with deficits in reading and writing.

Problem Statement 2: 42% of the LORMS students on-grade level for math STAAR, including EOC results. **Root Cause:** Students are entering middle school with deficits in math.

Student Success

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

Human Capital

Problem Statement 2: There is a need to grow teacher capacity in data-driven planning to produce targeted instruction. **Root Cause:** Teachers lack the skill to connect data analysis with strategic lesson design and implementation.

Financial Stewardship

Problem Statement 1: There is limited stakeholder participation for campus events and non-extracurricular programs. **Root Cause:** Connections and communication efforts are not successful.

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.

Priority 2: Human Capital

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

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: LORMS will recruit highly qualified support staff to guide and coach the teachers with data-driven planning paired with reflective feedback.

Progress Measure (Lead): Create a positive learning atmosphere and build teacher capacity that influence a higher teacher retention rate by tiering teachers based on priority of classroom visits, visiting classrooms based on tiered teacher list, and supporting facilitation of PLC once every 10 days.

Outcome Measure (Lag): Strengthen Tier One instruction to increase the student achievement rate.

Dates/Timeframes: August 2024 - May 2025

Staff Responsible for Monitoring: Principal

Collaborating Departments: MDOS and Human Resource

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Success 3, 4 - Human Capital 1, 2

Funding Sources: Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.050.30.000 - \$105,000, Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.50.30.000 - \$92,000

Key Strategic Action 2 Details

Key Strategic Action 2: LORMS core subject and SPED teachers will have one day a quarter for lesson internalization.

Progress Measure (Lead): Teachers will receive curriculum support to enhance their capacity and improve lesson design and implementation once a quarter.

Outcome Measure (Lag): Strengthen Tier One instruction to increase student achievement rates by 5% on "meets grade level" for Math and Reading.

Dates/Timeframes: October 2024 to April 2025

Staff Responsible for Monitoring: Curriculum Team and Teacher Leaders

Collaborating Departments: Principal and DIS

TEA Priorities:

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

- **ESF Levers:**

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

Problem Statements: Student Success 4 - Human Capital 2

Funding Sources: Subs for Internalization Days - 166 - State Comp Ed - 166.13.6299.SB.050.30.AR0 - \$5,000

Goal 3 Problem Statements:

Student Success

Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. **Root Cause:** Teachers lack the training and confidence to use data to guide the teaching and learning processes.

Problem Statement 4: There is a need to differentiate instruction, including remediation and enrichment, to meet the needs of our students who do not make AYP, particularly our Ecoc-Dis, AA, Hisp, White, LEP, 504, SPED, Honors, and GT. **Root Cause:** Consistent on-going professional development with feedback is not provided to teachers for differentiated instruction.

Human Capital

Problem Statement 1: There is a high turnover rate on campus for the last two years. 50% of our teachers have five or less years of experience. **Root Cause:** Teachers are leaving the profession due to stress, feeling a lack of support, and logistical tasks. There is a low recruitment class.

Problem Statement 2: There is a need to grow teacher capacity in data-driven planning to produce targeted instruction. **Root Cause:** Teachers lack the skill to connect data analysis with strategic lesson design and implementation.

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

Key Strategic Action 1: Each staff member will have three meetings (BOY, MOY, and EOY) to discuss professional goals and job performance.

Progress Measure (Lead): Staff members will have three meetings through out the year to identify and provide ongoing training and coaching for staff to build their professional capacity.

Outcome Measure (Lag): To build a professional learning community on campus and increase retention.

Dates/Timeframes: September 2024 to May 2025

Staff Responsible for Monitoring: Admin, Dean, and Principal

Collaborating Departments: MDoS

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: LORMS staff will participate in MTSS training to guide RTI implementation. Materials will be provided to support implementation of MTSS.</p> <p>Progress Measure (Lead: LORMS teachers will be trained on the RTI framework to guide student interventions by the end of October.</p> <p>Outcome Measure (Lag): Students will receive data-driven interventions to increase their achievement rate by 5 percent.</p> <p>Dates/Timeframes: August 2024 to May 2025</p> <p>Staff Responsible for Monitoring: RTI Committee and Principal</p> <p>Collaborating Departments: KISD MTSS Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Success 3 - Financial Stewardship 2</p> <p>Funding Sources: RTI Resources - 166 - State Comp Ed - 166.13.6399.00.050.30.AR0 - \$500</p>

Goal 1 Problem Statements:

Student Success
<p>Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. Root Cause: Teachers lack the training and confidence to use data to guide the teaching and learning processes.</p>
Financial Stewardship
<p>Problem Statement 2: Funds are not being incurred to support student learning proportionally. Root Cause: RTI is not being implemented in advance to identify student needs and resources needed.</p>

Priority 3: Financial Stewardship

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

Key Strategic Action 1 Details
<p>Key Strategic Action 1: LORMS SBDM committee will meet monthly to review funding allocations collaboratively.</p> <p>Progress Measure (Lead): The committee will examine the funding and resource requests monthly.</p> <p>Outcome Measure (Lag): The committee will ensure funds are distributed equitably to our neediest population.</p> <p>Dates/Timeframes: September 2024 to May 2025</p> <p>Staff Responsible for Monitoring: Principal and Co-chair</p> <p>Collaborating Departments: KISD SBDM</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Success 3</p>

Goal 2 Problem Statements:

Student Success
<p>Problem Statement 3: There is a need to increase the use of data to guide the teaching and learning processes. Root Cause: Teachers lack the training and confidence to use data to guide the teaching and learning processes.</p>

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: LORMS will conduct timely and consistent safety drills and checks to reinforce safety expectations.</p>

<p>Progress Measure (Lead): Monthly drills will be conducted to increase student awareness.</p>
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<p>Outcome Measure (Lag): LORMS hopes to promote a decrease in student reaction time to safety concerns to enhance school safety.</p>
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<p>Dates/Timeframes: August 2024 to May 2025</p>

<p>Staff Responsible for Monitoring: APs</p>

<p>Collaborating Departments: District Safety Office</p>

<p>ESF Levers:</p>

<p>Lever 3: Positive School Culture</p>

<p>Problem Statements: Student Success 5</p>

Goal 3 Problem Statements:

Student Success

<p>Problem Statement 5: Students struggle with the utilization of academic, emotional, and peer-conflict strategies. Root Cause: The Social Emotional Learning is not implemented schoolwide.</p>

Priority 3: Financial Stewardship

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