

# **Liberty Hill Independent School District**

## **Liberty Hill High School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Our mission is to provide a safe, respectful and responsible environment,  
while facilitating students academic growth igniting them to reach their highest potential toward future successes.

**#1Familylhhs**

# Vision

While building a Family we must:

1. Strengthen and Build RELATIONSHIPS at all levels
2. ENGAGE the minds of ALL STUDENTS and STAFF
3. STRENGTHEN the SPIRIT

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# Motto

Ignite Learning; find the SPARK

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# Comprehensive Needs Assessment

Revised/Approved: October 04, 2018

## Demographics

### Demographics Summary

Liberty Hill is a rural community in the beautiful Texas Hill Country, 30 miles northwest of Austin. The 100 square miles of the school district is located entirely within western Williamson County, and is one of the fastest growing counties in the state, as well as the nation. The school district includes three elementary schools (grades PK-4), one intermediate school (grades 5-6), one junior high school (grades 7-8), and one high school (grades 9-12).

Liberty Hill High School is a comprehensive, four-year public high school where the curriculum is primarily college preparatory. The school's total enrollment (grades 9-12) is 1,235 and the size of the 2018-2019 senior class is 290.

**Student Ethnic Distribution:** African American 0.9% Hispanic 18.5% White 77.4% American Indian 0.4% Asian 0.3% Pacific Islander 0.2% Economically Disadvantaged 17.4% English Language Learners (ELL) 0.7%

### Demographics Strengths

The demographics of our campus is a strength in our culture. The relationships of all students and staff are creating a culture where student success is taking place. This culture has created a desire in all students to do what is right in all their actions.

Class of 2018 Post-Graduation Statistics: 4-year university 60%, 2-year university 21%, Technical School 7%, Military 4%, Work 7%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Liberty Hill High School is not serving the academic needs of our students who are designated as Economically Disadvantaged - (17.4%) English Language Learners - (0.7%) and At-Risk - (32.6%). **Root Cause:** 1. Difficulty in maintaining sustainable relationships involving connections and a sense of belonging with all stakeholders 2. Lack of rigor and depth of knowledge in the classroom. 2. Lack of engagement in school and activities.

## Student Achievement

### Student Achievement Summary

Student Grades: Passing %, Each Semester (2017-2018) - All English: S1 (95.67%), S2 (95.15%), All Math: S1 (94.48%), S2 (95.73%) All Science: S1 (97.41%), S2 (98.14%) All Social studies: S1 (97.83%), S2 (96.94%)

Student Grades EOC Subjects: Passing %, Each Semester (2017-2018) - English I: S1 (96.3%), S2 (93.89%), English II: S1 (97.87%), S2(95.65%) Algebra I: S1 (93.56%), S2 (88.63%) Biology: S1 (97.27%), S2 (95.05%) US History: S1 (95.83%), S2 (96.59%)

STAAR EOC Data (2017-2018) English I: (77%) Approaches/Above, English II: (78%) Approaches/Above, Biology: (93%) Approaches/Above, Algebra I: (81%) Approaches/Above, U.S. History: (98%) Approaches/Above

STAAR EOC Data (2017-2018) English I: (58%) Meets, English II: (66%) Meets, Biology: (65%) Meets, Algebra I: (45%) Meets, U.S. History: (87%) Meets

### Student Achievement Strengths

Student Grades: Passing %, Each Semester Students passing rates for English, Math, Science, and Social Studies are above (90%) for both semester 1 and semester 2. In particular, students performed well in Social Studies (97.34%) and Science (97.78%) based on passing rates.

STAAR EOC Data (2017-2018) Approaches/Above 90% in Biology and U.S. History

Testing Profile: (2016-2017) SAT: EBRW (LH) 996 (TX) 903, Math (LH) 525 (TX) 472, Composite (LH) 1521 (TX) 1375 / ACT: English (LH) 22.3 (TX) 19.8, Math (LH) 22.8 (TX) 20.5, Science (LH) 23.1 (TX) 20.5, Composite (LH) 22.7 (TX) 20.3

Class of 2018 Post Graduation Statistics: 4-year university 60%, 2-year university 21%, Technical School 7%, Military 4%, Work 7%

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The STAAR EOC data 2017-2018 (Meets) passing rate was 58% in English I, 66% in English II, 65% in Biology, 45% in Algebra and 87% in U.S. History which is above the state average in all areas except Algebra.

## School Culture and Climate

### School Culture and Climate Summary

Liberty Hill High School has created a culture with a sense of belonging by building and strengthening relationships with all stakeholders. While building relationships, communication has been consistent with all stakeholders and continues to build the lasting relationships that are needed for Liberty Hill High School to be successful. All stakeholders include the following: students, staff, parents and community.

The physical environment of Liberty Hill high school feels safe and welcoming. It supports learning and provides continued encouragement of the whole student, focusing on the specific needs of that student. Communication and interactions continue to be positive, uplifting and consistent among students, staff, parents and the community. Students also feel emotionally supported and encouraged, feeling a sense of belonging. Student self-esteem and development is growing and developing, high expectations of everyone involved are required. We are all striving to build a school that is safe, responsible and respectful. The academic environment continues to develop and grow, providing a learning environment that is conducive to success and achievement for all students.

### School Culture and Climate Strengths

When you walk into Liberty Hill High School, the individual feels a difference. The difference they feel is, "A desire to do good for all people." This desire has become a strength for this campus. We as a campus are becoming unconditional and kind to others. We provide hospitality to others when they enter our campus. We are friendly and the quality of our disposition is warm, friendly and generous. We are kind and treat others like we would like to be treated. Our campus Vision supports this behavior: While building a Family we must: \*Strengthen and Build RELATIONSHIPS at all levels \*ENGAGE the minds of ALL STUDENTS and STAFF \*STRENGTHEN the SPIRIT

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Not all students stand strong in their values and beliefs in making right decisions, therefore they succumb to peer pressure and do not follow the code of conduct . **Root Cause:** Making wrong choices and not following the code of conduct

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

In 2017-2018, Liberty Hill ISD will continue to attract and retain the highest quality teachers and staff and support their efforts with quality professional development. Competitive district salary schedules, benefits, and a quality environment for teaching and learning will be emphasized. Meaningful professional development opportunities will be provided that support school district goals and continuous professional growth for personnel.

Staff Demographics: Liberty Hill HS staff and faculty consists of 74.3% of the professional staff are teachers, 11.3% are professional support staff, 4.5% are school leadership and 9.9% are educational aides. Females make up 58.7% of the staff and 41.3% are males. 90.7% of the professional staff are white, 6.6% are Hispanic, and 0% are African American, 0% are Asian and 0% are Two or more races. In terms of teaching experience, 24% of the professional staff have less than 5 years of teaching experience, 9.9% have 6-10 years, 39.9% have 11-20 years and 24.1% have more than 20 years of experience.

### Staff Quality, Recruitment, and Retention Strengths

Staff Quality, Recruitment, and Retention Strengths of teachers are highly qualified, paraprofessional staff are highly qualified, Strategies are in place for any personnel not highly qualified to become so, Use of various means to advertise job openings--district website, TASA, ESC, and social media, District-wide teacher mentoring program aids in retention, Campus mentor program in place to assist and support teachers on the high school campus. Professional Learning Communities in place to assist in additional support of new teachers to profession as well as new teachers to district.

2018-2019 is off to a great start. Campus morale is high and the culture is positive. Campus surveys and additional conversations support the campus culture as being a positive experience. The culture continues to grow and develop in a positive direction.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** In 2017-2018 nineteen staff members left for multiple reasons and were replaced for the new 2018-2019 school year. **Root Cause:** Staff leaving due to low morale and negative campus culture.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Panther Curriculum, instruction, and assessment include providing programs and instruction that emphasize leadership and integrity, expanding programs and course offerings related to college and career readiness, and developing a vertically-aligned curriculum to challenge and address the needs of all students.

### **Curriculum, Instruction, and Assessment Strengths**

All core classes are working with Panther curriculum and common assessments.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** In order to differentiate for students, we lose sight of the rigor piece of instruction so that we can assist all students in experiencing success.



## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Parents are involved in several activities that support students' learning, such as parent nights, student/parent orientation, Panther Prowl, athletic events, community pep rallies, FFA activities, band booster and athletic booster participation, curriculum nights, parent conferences and attendance at school meetings.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parents are rarely involved in the school on a day to day basis, so opportunities to increase parental involvement should be researched.

## **School Context and Organization**

### **School Context and Organization Summary**

Planning for growth, ensuring smart and efficient facilities and design, maximizing all possible areas of facilities as growth continues and increasing stakeholder input in the planning and improvement processes of the high school campus. District growth, high levels of community support, and high student achievement play a tremendous part in the organization of this high school and using the facilities to the fullest extent.

### **School Context and Organization Strengths**

Opportunities for staff to be involved in decision making through principal leadership team, department leadership, Professional Learning Communities, and Campus Improvement Teams.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Efficient use of existing staff and schedule to meet the needs of a growing student population

# Technology

## Technology Summary

Technology summary include engaging students and teachers with the newest technology, preparing students to be digital citizens, and supporting teachers' growth and use of technology. Opportunities include technology on a 1 to 1 plan implemented in the 2018-2019 school year for all 9th graders and additional 1 to 1 placement for other grade levels in the near future, and the related increase in infrastructure and capacity. Concerns include sustainability concerns, the difficulty of monitoring technology use (particularly as it relates to the Internet), and keeping up with rapidly changing technology.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Keeping up with rapidly changing technology and supporting all students with technology in a productive way. **Root Cause:** Lack of technology at the high school campus

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals


**Goal 1: We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills.**


**Performance Objective 1:** Increase 2018-19 instructional support for teachers in the classroom to facilitate improved STAAR scores and close the gap by improving STAAR Reading and Math scores by 10%.


**Evaluation Data Source(s) 1:** STAAR data, benchmark data, district based common assessment data collected through Eduphoria


**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the Professional Learning Community process on campus weekly per departments	Administration Team and department chairs	Increase knowledge of instructional practices for staff collaboration, cooperative planning of lessons for student learning objectives, analyzing data for student success, and creative problem solving skills.				
2) Perform learning walks once a 6 weeks in PLC's	Admin Team District Instructional Coach District Curriculum Coordinator	Increased knowledge of instructional practices by comparing, discussing information, and organizing ideas to implement new strategies in the classrooms.				
3) District Instructional Coach assists teachers in classrooms and during PLC periods at least once a six weeks.	Principal District Curriculum Coordinator	Increase knowledge and diversity of instructional strategies to engage students in problem solving learning.				
4) Frequency of student writing increased in all content areas to support Eng I and Eng II EOC scores.	Administrative Team District Instructional Coach	Increase writing scores for Eng I and Eng II EOC scores by 10 %				
5) Special population students will be engaged in and increase progress measures in the areas of math and English by targeting specific low performing TEKS through interventions.	Administrative Team Special Education Team Dyslexia Team	Special Education student performance in English and math will increase by 10%				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue

**Goal 1:** We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills.

**Performance Objective 2:** CTE will increase the number of coherent sequence takers and industry business certifications earned

**Evaluation Data Source(s) 2:** Index 1 - Student Achievement and Index 4 -Postsecondary Readiness

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Refine and expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.	Asst. Supt C & I, Special Programs Director, CTE Director and HS Administrators	Increase in enrollment, Increase in coherent sequences, Increase in certifications earned				




**Goal 2: We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.**

**Performance Objective 1:** Increase communication and opportunities for involvement with all stakeholders.


**Evaluation Data Source(s) 1:** Parent Survey  
 Staff Survey  
 Student Survey

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Publish a Panther Post e-newsletter monthly.	Principal Administrative Team	Increased communication with stakeholders about campus happenings and events promoting involvement and collaboration.				
2) Conduct informational parent meetings throughout the year.	Principal Administrative Team	Increase parent awareness for student success initiatives.				
3) Create a Campus Education Improvement Committee (CEIC) to suggest recommendations for the DEIC	Principal	Obtain buy-in and input from all stakeholders.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3: We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning.**

**Performance Objective 1:** Continue to incorporate Ground Works safe, respectful, responsible campus.

**Evaluation Data Source(s) 1:** Skyward (academic performance, attendance, discipline)

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will participate in recognizing students and teachers who demonstrate an SRR attitude.	Administrative Team RTI Team Campus Staff	Teachers will reward students with "Spark Note" tickets who demonstrate the safe, respectful, responsible attitude.  Reduce referrals and increase positive behavior and morale.				
2) Develop an all-inclusive initiative for increased student success.	Administrative Team RtI Team	Improving academic success, minimize referrals, and increase attendance.				
3) Develop a No Place for Hate campus program.	Principal Counseling Team	Decrease referrals, anonymous tips online, and email alerts.				
4) Create a campus wide Reading Initiative including students and staff.	Librarian Administrative Staff	Build students confidence and desire to become lifelong learners				


**Goal 4: We will incorporate technology into the learning environment, promoting a culture that embraces both current trends and future advancements.**

**Performance Objective 1:** Provide technology professional development through PLC's and department meetings.


**Evaluation Data Source(s) 1:** Technology Needs Assessment, Scheduled PLC Agenda

**Summative Evaluation 1:**

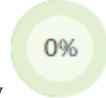
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create needs assessment to determine relevant professional development needed in technology integration.	Digital Learning Coach District Instructional Coach	Improve technology integration to increase student learning.				
2) Hold Tech Tuesday PD two times per six weeks.	Digital Learning Coach Administrative Team	Increase valuable technology use benefiting student learning in the classroom.				
3) Implement 1-to-1 Chromebook Program for freshmen.	Digital Learning Coach Campus Technologist District Chief Information Officer	Improved student ability to utilize 21st Century technology in learning.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue