

**Liberty Hill Independent School District**  
**Liberty Hill Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission is to empower each child to reach their full potential.

## Vision

Our vision is to foster confident and knowledgeable students that embrace the value of their education.

## Motto

*Changing the world...one heart at a time.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Liberty Hill Elementary ended the 2020-21 school year with 402 students and has 535 students enrolled for the 2021-22 school year. The increase in numbers is a result of adding 5th grade to our campus and the rapid growth of our district.

Our student ethnicity breakdown is as follows:

Hispanic: 29.9%

White: 64.11%

Indian/Alaskan: 1.5%

Asian: 2.06%

Black: 2.06%

Native Hawaiian or other Pacific Islander: .37%

Liberty Hill Elementary has two Functional Skills and Communication classes based on age and grade. We also have an Early Structured Learning Environment for three and four year old students.

This is our third year of having a Dual Language program. Our program now reaches from prekindergarten to second grade with a total of fifty nine students. There are a total of forty four English Learners on campus, which has almost doubled in the past year.

Liberty Hill Elementary has thirty eight students participating in our gifted and talented programs.

Currently, one hundred and fifty nine students are considered economically disadvantaged (30%).

We added fifteen new staff members for this school year. Nurse Judy Nichols joined our office team, three paraprofessional educators joined our special education team and eleven teachers joined our grade level teams.

### Demographics Strengths

The town of Liberty Hill is growing at a very fast rate. Due to the location of Liberty Hill Elementary and school zones, our population and community have had the fewest impacts from the growth. This creates stability and consistency.

The staff at Liberty Hill Elementary have a wealth of knowledge through targeted professional development and our PLCs. With the majority of teachers returning, we are able to continue with initiatives and keep moving forward.

# Student Learning

## Student Learning Summary

Liberty Hill Elementary will continue to use STAAR 2019 data for the 2020-2021 school year. The data is as follows:

**2019 - Grade 3 Reading** - Approaches 76% Meets 57% Masters 35%

**2021 - Grade 3 Reading** - Approaches 82% Meets 56% Masters 23%

**2019 - Grade 4 Reading** - Approaches 77% Meets 50% Masters 20%

**2021 - Grade 4 Reading** - Approaches 80% Meets 49% Masters 23%

**2019 - Grade 3 Math** - Approaches 83% Meets 60% Masters 32%

**2021 - Grade 3 Math** - Approaches 76% Meets 41% Masters 19%

**2019 - Grade 4 Math** - Approaches 91% Meets 53% Masters 33%

**2021 - Grade 4 Math** - Approaches 82% Meets 64% Masters 45%

**2019 - Grade 4 Writing** - Approaches 74% Meets 37% Masters 4%

**2021 - Grade 4 Writing** - Approaches 68% Meets 33% Masters 11%

- Growth was shown on STAAR tests and the percentage of “Masters” grew in 4th grade reading (+3%), 4th grade math (+12%), and 4th grade writing (+7%).

According to our End-of-Year BAS scores, the following percentage of students were reading on or above grade level:

- Kindergarten - 64%
- 1st Grade - 90%
- 2nd Grade - 69%
- 3rd Grade - 52%
- 4th Grade - 53%

According to our End-of-Year Math scores (CLI and Aimsweb), the following percentage of students are on level and at a low risk of needing assistance:

- Kindergarten - 78% (on track)
- 1st Grade - 71%
- 2nd Grade - 94%
- 3rd Grade - 87%
- 4th Grade - 91%

Student performance at the end of 2020-21 was comparable to the performance data on our grade level data trackers.

## Student Learning Strengths

Our student focus for the 2020-21 school year was for the growth of all students. Delivering high, on-level tier one instruction on the priority TEKS and scaffolding in tier 2 and tier 3 instruction was the expectation for all teachers. We also began to transition into a math workshop that minimized whole group teaching and maximized small group teaching. Number sense routines became part of daily math instruction.

Liberty Hill Elementary teachers collected data on a school wide data tracker for progress monitoring on priority TEKS throughout the year. This data informed teachers and teams of how to plan for the individual students in their classrooms. The use of data is a strength and something we will continue to grow each year.

Liberty Hill Elementary also made improvements to our RTI process and collected individual student data. We serviced 145 (33.56%) students through RTI. At the end of the 2021-22 school year, 73 of these students were removed from RTI due to progress in their deficit areas. The others were carried over into the new school year. This data will inform teachers on how to service the students in a more timely manner at the beginning of the year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Data from kindergarten, 1st and 2nd grades show that students continue to struggle with phonics, decoding, and encoding. **Root Cause:** There is a lack of vertically aligned resources and vertically aligned conversations taking place in PLC.

**Problem Statement 2 (Prioritized):** On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers). **Root Cause:** Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.

**Problem Statement 3 (Prioritized):** Students are coming to school with large gaps creating a complex mixture of abilities in each classroom. It is hard to plan whole group lessons that engage and apply to all learners. We need to teach short whole group lessons and maximize small group instruction with purposeful independent activities extending learners and spiraling previous skills. **Root Cause:** Not enough differentiating in the time that we have for instruction.

# School Processes & Programs

## School Processes & Programs Summary

In April of 2021 and over the summer, a team of administrators and teachers from LHE attended two different job fairs to recruit teachers. Not only are we looking for experience, we are looking for teachers that match the culture expectations we have built at LHE. We had four vacancies in 5th grade due to this grade level being added to LHE for the 2021-22 school year. Based on strengths and experiences, two teachers from 4th grade were moved up to 5th and two were hired. Having 5th grade experience blended with LHE experience will hopefully result in a productive, collaborative team.

Fifteen new staff members joined our team. The new members consisted of three paras, eleven teachers and our nurse. We have had very little turnover in the past three years and are working on a consistent and stable mentoring program to implement.

Developing instructional leaders on campus is done through multiple avenues. We have a Team Leader Committee and a Guiding Coalition. These groups meet once a month with administrators to review any information that needs to be addressed. After meeting as one group, they divide and address more specific responsibilities. Team Leaders focus on the processes and procedures while the Guiding Coalition members guide instructional change and maintain the climate and culture of our school.

Teachers are also grown into instructional leaders through our Professional Learning Communities (PLC). We believe every teacher has strengths and weaknesses. Through our culture of collaboration, we use each other's strengths to grow one another. Several teacher to teacher observations take place to capitalize on the expertise in our building.

Our PLC weekly meetings are also used to present as needed professional development.

Liberty Hill Elementary has two Functional Social Communication classes to address students with communication deficits, an early childhood program (ESLE) for qualifying 3 and 4 year olds, and a Solid Roots behavior program. These very specific classrooms help students learn positive behaviors to help them reach success in general education classrooms. The goal is for these students to reach their full potential before leaving elementary school.

Our intervention, special education resource, and dyslexia teachers provide prescriptive instruction to address at-risk students. Our gifted and talented teacher helps with enrichment. Lastly, our Dual Language program (PK-2nd) continues to grow and support our English Learners and non-English learners.

## School Processes & Programs Strengths

Professional Learning Communities are an established system. We have successfully unpacked all priority TEKS in all subjects, have developed team-created common formative assessments, look at data frequently and have discussions on how to address all the levels of individual students in our classrooms.

Our Response to Intervention process is solid and provides us with a wealth of data on individual students. This gives teachers knowledge about what has been successful in the past, where the students are performing now, and how to push forward.

Another strength at LHE is our Dual Language program. Our dual language students are making progress in both English and Spanish. Our 2nd grade dual language students are fluent readers and writers in English and Spanish. The strategies used by our dual language team builds strong foundations for non-English learners and English learners.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** LHE has had minimal turnover in the past four years which has led to established teams, systems, and processes. With new staff coming into LHE (experienced and novice), we need to determine how to continue to grow. **Root Cause:** A lack of systematic processes for new staff to ensure LHE systems, such as PLC, RTI, and behavior, are maintained.

**Problem Statement 2 (Prioritized):** Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find. **Root Cause:** Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.

# Perceptions

## Perceptions Summary

At Liberty Hill Elementary, we build growth mindsets in our staff and students, support team collaboration and model trauma-informed leadership. We have an established mission to empower each child to reach their full potential. LHE staff will live our mission by teaching to the highest standard and ensuring that every student makes significant growth. In August of this year, LHE developed our core values: Relationships, Trust, Collaboration, and Service. Our staff agreed that these are the values everyone should feel in our school and continue to feel when they leave. We also revised our collective commitments.

Our leadership mantra for 2021-2022 is "Together we will. We can. Be creative, resilient and flexible. Panther Strong!"

Our parents feel welcomed and valued as an integral part of the learning community.

School communication is distributed through Facebook, Twitter, a weekly newsletter and our website. A principals newsletter goes home every Friday updating parents about celebrations happening at school, upcoming events and any other necessary information. We have an active Parent Teacher Organization that does a great job getting information out to families and businesses in our community.

## Perceptions Strengths

Liberty Hill Elementary believes that character needs to be taught in addition to the academics. We have implemented character building each week to educate our students about eight essential critical skills for success in life. When these skills are displayed, students are celebrated.

Liberty Hill Elementary is full of panther pride. There are several traditions, campus specific and district wide, that continue to grow throughout the year. Every Friday we have a campus wide morning meeting celebrating great character and promoting other campus initiatives. All students participate in elementary track day where they practice endurance and learn what it takes to be a Liberty Hill Athlete. We teach all students the "LH" hand sign, school fight song and promote the Fightin' Panther Club.

When visitors are back on campus, we plan to continue to grow our community support through the following:

Watch DOGS, PTO involvement and participation, Fitness with Females, Games with Grands, Backyard games with Buddies, Champion of the Month awards, star students, character awards, family nights, and Friday morning meetings.

Parents and community engagement activities include:

Literacy Nights, Dancing through the Decades, music programs, LHE Creative Showcase, College and Career Thursdays, robotics team, award ceremonies and volunteer readers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Societal circumstances have impacted the mental health of students and families creating a need for more social emotional learning. **Root Cause:** COVID 19, an increase in screen time involving social media apps, and a decrease of socializing in-person

# Priority Problem Statements

**Problem Statement 1:** Data from kindergarten, 1st and 2nd grades show that students continue to struggle with phonics, decoding, and encoding.

**Root Cause 1:** There is a lack of vertically aligned resources and vertically aligned conversations taking place in PLC.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 4:** Societal circumstances have impacted the mental health of students and families creating a need for more social emotional learning.

**Root Cause 4:** COVID 19, an increase in screen time involving social media apps, and a decrease of socializing in-person

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers).

**Root Cause 2:** Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find.

**Root Cause 3:** Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 5:** Students are coming to school with large gaps creating a complex mixture of abilities in each classroom. It is hard to plan whole group lessons that engage and apply to all learners. We need to teach short whole group lessons and maximize small group instruction with purposeful independent activities extending learners and spiraling previous skills.

**Root Cause 5:** Not enough differentiating in the time that we have for instruction.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (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
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Professional development needs assessment data

#### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 1:** On the 2021-2022 STAAR Math Assessment, we will increase our Masters Grade Level by 5% in 4th, and 5th grades.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize common formative assessments and monitor progress of all students mastery level on priority Texas Essential Knowledge and Skills. This data will be used to inform instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will progress monitor all students using our campus progress monitoring tool on all math priority Texas Essential Knowledge and Skills resulting in growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> All math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Communities for math teachers is built into the weekly schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely review and revise unpacked documents, develop common formative assessments, dive into collected data, plan extensions and tier two activities.</p> <p><b>Staff Responsible for Monitoring:</b> All math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dream Box will be used with fidelity for accelerated learning and included in daily small group rotations.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in math skills.</p> <p>Viable data that can be used in small groups with the teacher.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** All math teachers

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** Student Learning 3



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers). **Root Cause:** Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.

**Problem Statement 3:** Students are coming to school with large gaps creating a complex mixture of abilities in each classroom. It is hard to plan whole group lessons that engage and apply to all learners. We need to teach short whole group lessons and maximize small group instruction with purposeful independent activities extending learners and spiraling previous skills. **Root Cause:** Not enough differentiating in the time that we have for instruction.

**School Processes & Programs**

**Problem Statement 2:** Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find. **Root Cause:** Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 2:** On the 2021-2022 STAAR Reading Assessment, our 4th and 5th grade students will increase Masters Grade Level by 5%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR test data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize common formative assessments and monitor progress of all students mastery level on priority Texas Essential Knowledge and Skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will progress monitor each student using our grade level progress monitoring tool on all reading priority Texas Essential Knowledge and Skills resulting in growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> All reading teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Communities for teams are built into the weekly schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely review and revise unpacked documents. Teachers will plan extension and tier two instruction/activities.</p> <p><b>Staff Responsible for Monitoring:</b> All reading teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Our interventionist, ESL teacher, and dyslexia teacher will service identified students needing additional tier two and/or tier three instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in decoding skills, fluency, and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist, ESL teacher, and dyslexia teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Istation will be used with fidelity for accelerated learning and included in daily small group rotations.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in reading skills. Viable data that can be used in small groups with the teacher.</p> <p><b>Staff Responsible for Monitoring:</b> All reading teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Data from kindergarten, 1st and 2nd grades show that students continue to struggle with phonics, decoding, and encoding. <b>Root Cause:</b> There is a lack of vertically aligned resources and vertically aligned conversations taking place in PLC.</p>
<p><b>Problem Statement 2:</b> On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers). <b>Root Cause:</b> Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.</p>
<p><b>Problem Statement 3:</b> Students are coming to school with large gaps creating a complex mixture of abilities in each classroom. It is hard to plan whole group lessons that engage and apply to all learners. We need to teach short whole group lessons and maximize small group instruction with purposeful independent activities extending learners and spiraling previous skills. <b>Root Cause:</b> Not enough differentiating in the time that we have for instruction.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find. <b>Root Cause:</b> Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.</p>

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 3:** By the end of the 2021-22 school year, we will increase our "on track" or "developed" levels on our Universal Math Screener to 80% and above in kindergarten, 1st and 2nd grades.

**Evaluation Data Sources:** Kindergarten - CLI Engage/TX-KEA  
1st and 2nd - Aimsweb

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize common formative assessments, work samples and designated tasks to monitor progress of all students mastery level on priority Texas Essential Knowledge and Skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will progress monitor each student using our grade level progress monitoring tool on all math priority Texas Essential Knowledge and Skills resulting in growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> All math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Communities for teams is built into the weekly schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely review and revise unpacked documents, develop common formative assessments, dive into collected data, and plan extensions/intervention for tier two activities.</p> <p><b>Staff Responsible for Monitoring:</b> All math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize daily number talks and math rotations to build upon math fluency skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual math skills</p> <p><b>Staff Responsible for Monitoring:</b> All math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 2:** On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers). **Root Cause:** Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.

**Problem Statement 3:** Students are coming to school with large gaps creating a complex mixture of abilities in each classroom. It is hard to plan whole group lessons that engage and apply to all learners. We need to teach short whole group lessons and maximize small group instruction with purposeful independent activities extending learners and spiraling previous skills. **Root Cause:** Not enough differentiating in the time that we have for instruction.

### School Processes & Programs

**Problem Statement 2:** Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find. **Root Cause:** Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 4:** By the end of the 2021-22 school year, our BAS assessment will show that a minimum of 80% of kindergarten, 1st and 2nd grades students will be reading on grade level.

**Evaluation Data Sources:** Kindergarten - CLI Engage/TX-KEA  
1st and 2nd - TPRI and BAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize common formative assessments, work samples and designated tasks to monitor progress of all students mastery level on priority Texas Essential Knowledge and Skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will progress monitor each student using our grade level progress monitoring tool on all reading priority Texas Essential Knowledge and Skills resulting in growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> All professional Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Communities for teams are built into the weekly schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will routinely review and revise unpacked documents, develop common formative assessments, dive into collected data, and plan extensions/intervention for tier two activities.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will work collaboratively to implement new learning from the Texas Reading Academies completed throughout the 2021-22 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student's ability in phonics and decoding leading to increased comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers in reading academies</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

### Student Learning

**Problem Statement 1:** Data from kindergarten, 1st and 2nd grades show that students continue to struggle with phonics, decoding, and encoding. **Root Cause:** There is a lack of vertically aligned resources and vertically aligned conversations taking place in PLC.

**Problem Statement 2:** On the 2020-21 STAAR, our overall % at Masters Grade Level Standard in 3rd grade was 23% in reading and 19% in math. Our overall Masters Grade Level Standard in 4th grade was 23% in reading and 45% in math. This is an improvement, but we need to continue to perfect the craft of meeting ALL levels of learners (even our high achievers). **Root Cause:** Consistent, intentional small group instruction is needed for all learners. All teachers need to know, understand, and teach to the highest level of the TEKS.

### School Processes & Programs

**Problem Statement 2:** Data shows that 145 students (34%) of our students were discussed in RTI. Tier two plans are hard to implement with fidelity and prescriptive strategies are hard to find. **Root Cause:** Starting in kindergarten, professional development is not specific enough to build strong foundations in decoding and students are struggling to be on level readers.

**Goal 2:** Ensure a safe and healthy secure environment for all District students, staff and visitors.

**Performance Objective 1:** Continue to provide a healthy school environment that promotes success of the whole child through physical activity, health, and social emotional learning.

**Evaluation Data Sources:** Fitness Gram, Social Emotional Learning curriculum, Character Awards, GOALS class

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with the required amount of physical activity in physical education class and make adjustments when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased focus</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Prepare and plan the Social Emotional Learning curriculum to be implemented and reinforced on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased mental health</p> <p><b>Staff Responsible for Monitoring:</b> Counselor to plan All Staff to implement</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Societal circumstances have impacted the mental health of students and families creating a need for more social emotional learning. <b>Root Cause:</b> COVID 19, an increase in screen time involving social media apps, and a decrease of socializing in-person</p>

**Goal 3:** To be good stewards of taxpayer dollars, LHISD will develop a balanced budget that meets the needs of students and staff and prepares for future growth.

**Performance Objective 1:** The principal and administrative assistant will develop processes to ensure responsible allocation of the school budget to meet the needs of students and staff.

**Evaluation Data Sources:** School budget and finances

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Team leaders will balance team budgets to help monitor where money is spent. <b>Strategy's Expected Result/Impact:</b> Team level ownership of budgeting and purchasing. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Assistant, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Create with the input of key community members and ISD stakeholders a strategic plan that provides for the growth of students, staff, and facilities.

**Performance Objective 1:** There will be a dedicated day for parent/teacher conferences to be held.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent reports regarding Aimsweb and CLI are explained with any additional feedback needed to promote student growth and increase parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth and parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Create ISD partnerships and highlight the positive of the district to unify all stakeholders and celebrate LHISD students and successes.

**Performance Objective 1:** Friday Morning Meetings will take place each week to celebrate students.

**Evaluation Data Sources:** Character Awards and Friday Morning Meeting videos.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using Character Strong, students will focus on one of 8 essential skills each month. The skills will be emphasized through character awards rewarded by staff weekly and students will be recognized.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in desired behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and all staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grade levels will be designated specific weeks where they will highlight something learned in class during the Friday Morning Meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate in academic celebrations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Friday Morning Meeting is recorded and watched by students every Friday morning. The recording is also posted on our weekly parent newsletter sent out at the end of each week.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase communication with parents and let them know about the great things happening at LHE.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 5:** Create ISD partnerships and highlight the positive of the district to unify all stakeholders and celebrate LHISD students and successes.

**Performance Objective 2:** We will improve campus relationships with parents and community members through consistent communication.

**Evaluation Data Sources:** Parent newsletter, Twitter, Facebook

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Liberty Hill Elementary will identify a Panther of the Week to be highlighted on campus and a student and staff champion to be honored at the monthly board meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Panther of the week in the parent newsletter Champion students in the Mid-week Message</p> <p><b>Staff Responsible for Monitoring:</b> teachers and guiding coalition</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly newsletters from administration containing campus highlights, upcoming events, and any important information is sent out at the end of each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ongoing student celebrations will be celebrated on LHE social media platforms (Facebook and Twitter) as events occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Office staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** Create and facilitate a plan to manage current and future projects that provides oversight, financial accountability, and maximizes possible savings.

**Performance Objective 1:** We will support the district's growth plans through the recruitment of parents, community members, staff, and students willing to serve and offer input during district-wide committee meetings, task force meetings, and community engagement opportunities.

**Evaluation Data Sources:** Participating members on district committees

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nominate staff, parents, and community membersto serve on the DEIC, Superintendent's Advisory Committee, or SHAC.  <b>Title I Schoolwide Elements: 3.1</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Truitt	Intervention		1.0
Karen Escamilla	ESL /Intervention		1.0