

Liberty Hill Independent School District
Liberty Hill High School
2021-2022 Campus Improvement Plan



Mission Statement

Our mission is to provide a safe, respectful and responsible environment, while facilitating a "Champion" education for students' academic growth, to reach their highest potential toward future successes.

#1Familylhhs

Vision

With ALL of our HEART 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

LHHS.....Heart of the Hill

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Comprehensive Needs Assessment

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 the western Williamson County and is one of the fastest-growing counties in the state, as well as the nation. The school district includes five elementary schools (grades PK-5), two Middle Schools (grades 6-8), 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 1,800 and the size of the 2021-2022 senior class is 387.

Student Ethnic Distribution: African American 2.8% Hispanic 20.3% White 74.2% American Indian 1.3% Asian 2.2% Pacific Islander .27% Economically Disadvantaged 20.6% English Language Learners (ELL) 3.8%

Liberty Hill HS staff and faculty consist of 85.3% of the professional staff are teachers, 7.3% are professional support staff, 4.5% are school leadership and 13.1% are educational aides. Females make up 61.2% of the staff and 38.8% are males. 89.8% of the professional staff are white, 8.2% are Hispanic, and 2.0% are African American, 0% are Asian and 0% are Two or more races. In terms of teaching experience, 38.4% of the professional staff have less than 5 years of teaching experience, 10.4% have 6-10 years, 26.5% have 11-20 years and 22.3% have more than 20 years of experience.

Demographics Strengths

Liberty Hill High School has established and developed a strong culture and continues to move towards success in strengthening all demographics.

- As a whole campus students increased performance 86% (2018) to 87% (2019) in all EOC subjects (EOC approaches grade level or above)
- Economically disadvantaged students increased from 90% (2018) to 91% (2019) in US History EOC (EOC approaches grade level or above)
- Economically disadvantaged students increased from 65% (2018) to 74% (2019) in English II EOC (EOC approaches grade level or above)
- Special education students increased from 68% (2018) to 80% (2019) in Biology EOC subject (EOC approaches grade level or above)
- English Language Learners increased from 80% (2018) to 92% (2019) in US History EOC subject (EOC approaches grade level or above)
- English Language Learners increased from 64% (2018) to 75% (2019) in English II EOC (EOC approaches grade level or above)
- Time has been set aside specifically to be used for student interventions/tutorials daily for all students

Class of 2021 Post-Graduation Statistics: 4-year university 53%, 2-year university 28%, Technical/Trade School 7%, Career/Military 12%.

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 Demographics Needs

Problem Statement 1: Liberty Hill High School is not serving the academic needs of our students who are designated as Economically Disadvantaged - (20.6%) English Language Learners - (3.8%) and At-Risk - (32.2%). **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. 3. Lack of engagement in school and activities.

Problem Statement 2: Staff members left for multiple reasons and were replaced for the new school year. **Root Cause:** Staff resigned to pursue new opportunities or to move to a new area.

Student Learning

Student Learning Summary

Student Grades: Passing %, Each Semester (2018-2019)

- 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 (2018-2019)

- 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 (2018-2019) Passing %

- English I: 67.53% (only those who took EOC) 82.12% (includes sub assessment)
- English II: (82.05%)
- Biology: (93.24%)
- Algebra I: 65.05% (only those who took EOC) 74.30% (includes sub assessment)
- U.S. History: (98.13%)

STAAR EOC Data (2018-2019) Approaches (passing)

- English I: (67.53%)
- English II: (82.05%)
- Biology: (93.24%)
- Algebra I: (65.05%)
- U.S. History: (98.13%)

STAAR EOC Data (2018-2019) Meets (passing):

- English I: (52.58%)
- English II: (66.03%)
- Biology: (74.41%)
- Algebra I: (28.49%)
- U.S. History: (90.30%)

Student Learning Strengths

Student Grades: 2018-2019

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 (97.39%) and Science (97.78%) based on passing rates.

EOC Data: 2018-2019

STAAR EOC Data (2018-2019) Approaches/Above 90% in Biology and U.S. History

STAAR EOC Data (2018-2019) Approaches/Above increased from 77% (2018) to 83% (sub assesment included) (2019) in English I

STAAR EOC Data (2018-2019) Approaches/Above increased from 78% (2018) to 82.05% (2019) in English II

Testing Profile: (2017-2018)

- SAT/ACT Results (Annual Graduates): 65.4%
- Average SAT Score: 1104
- Average ACT Score: 22.4

Liberty Hill High School AP District Honor Roll

AP Scholar

- Number of Scholars 26
- Average Score 3.12

AP Scholar with Honor

- Number of Scholars 11
- Average Score 3.96

AP Scholar with Distinction

- Number of Scholars 12
- Average Score 4.03

College, Career and Military Readiness (2018-2019)

Total graduates 246 (2019)

Total credit for CCMR criteria 192.5 students for 2018-2019 @ 78%

CTE(2016-2017)

Coherent Sequence (Annual Graduates): 51.0%

Graduation (2019)

4-Year Graduation Rate (9-12); Class of 2019 **96.5%** Graduation

Class of 2021 Post Graduation Statistics:

- 4-year university 53%
- 2-year university 28%
- Technical/Trade School 7%
- Career/Military 12%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Course grades are not reflective of TEKS mastery based on EOC data: 82% of students are passing the Algebra I course, whereas only 74% of students passed the Algebra EOC. **Root Cause:** PLC and department conversations, professional development and data analysis did not adequately address the priority TEKS through levels of questioning.

School Processes & Programs

School Processes & Programs Summary

In 2021-2022, 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.

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.

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.

Technology summary includes engaging students and teachers with the newest technology, preparing students to be digital citizens, and supporting teachers' growth and use of technology. Opportunities include the technology on a one-to-one plan implemented in 2018-2019. At this time all students are one-to-one and have access to a chrome book. Students working remotely have been issued a chrome book. Concerns include sustainability, the difficulty of monitoring technology use (particularly as it relates to the Internet), and keeping up with rapidly changing technology.

School Processes & Programs 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 the profession as well as new teachers to the district.

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

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 Processes & Programs Needs

Problem Statement 1: Rigor is sacrificed to ensure that all students (regardless of skill level) are earning satisfactory grades. Students are not being challenged at the rigor required to reach meets or masters level of achievement on state assessments. **Root Cause:** Staff complacency coupled with the desire to see students succeed

Problem Statement 2: Planning lacks active learning lessons for student engagement, causing higher failure rates for the year. Students failing 1 or more classes for the year. **Root**

Cause: Lack of engaging lessons, intentional lesson planning, interactive student collaboration, and higher level questioning in all classes.

Problem Statement 3: We experience difficulty in adequately staffing special programs. **Root Cause:** Rapid growth of Liberty Hill.

Problem Statement 4: Keeping up with rapidly changing technology and supporting teachers and students with technology in a productive way is a challenge. **Root Cause:** Lack of technology access for all students in and out of school, as well as a lack of training and resources for teachers and students.

Perceptions

Perceptions 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 the 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.

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.

Perceptions 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:

With all our HEART, we must:

- Strengthen and Build RELATIONSHIPS at all levels
- ENGAGE the minds of ALL STUDENTS and STAFF
- STRENGTHEN the SPIRIT

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are minimally involved in school on a day-to-day basis. **Root Cause:** Lack of communication with parents about opportunities to serve.

Problem Statement 2: Through choice and accountability, students need to make the right decisions. Many times students succumb to peer pressure and do not follow the expectations and code of conduct. **Root Cause:** Students do not agree with the rules and do not understand the possible consequences of their actions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- TTESS 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: Increase the overall passing percent on STAAR EOC exams from the previous year by 15% for Approaches, 10% for Meets, and 5% for Masters.

Evaluation Data Sources: Weekly formative assessments, STAAR data, interim assessments, benchmark data, district based common assessment data collected through Eduphoria.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continuing to implement Fundamental Five strategies to improve instruction.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will perform learning walks once every 6 weeks.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of instructional practices by comparing, discussing information, and organizing ideas to implement new strategies in the classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will meet with PLCs weekly to analyze disaggregated data from common assessments, district benchmarks, and STAAR EOCs to determine areas in need of improvement, and create plans to address those areas.</p> <p>Strategy's Expected Result/Impact: Increase in common assessment scores.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: CCMR Coordinator will continue to guide students in post-secondary readiness including the completion of the FAFSA.</p> <p>Strategy's Expected Result/Impact: Increase the number of graduating seniors who have met one or more of the CCMR measures.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will monitor SPED and ELL student failures and target students for interventions.</p> <p>Strategy's Expected Result/Impact: Increase in special population student performance in English and Math will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administration, Special Education team, Dyslexia and ESL team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Provide professional learning through scheduled professional development, PLC's and department meetings.





Evaluation Data Sources: Scheduled PD, PLC's, and department meeting agendas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional coach will lead teacher learning in classrooms and during PLC's. Strategy's Expected Result/Impact: Improve technology integration to increase student learning. Staff Responsible for Monitoring: Principal Campus Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive ongoing professional learning in PLC's, department meetings, and faculty meetings with campus administration, campus learning coach, and district administration. Strategy's Expected Result/Impact: Improved student learning and the ability to utilize 21st-century technology in learning. Staff Responsible for Monitoring: Principal Campus Administration Campus Learning Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: CTE will increase the number of students completing a coherent sequence and industry-based certifications earned .





Evaluation Data Sources: Index 1 - Student Achievement and Index 4 -Postsecondary Readiness

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in CTE students completing a coherent sequence and in industry-based certifications earned.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: Track and support students who have failed the same class two or more six-week grading periods

Evaluation Data Sources: Increase passing rate and decrease risk of dropping out.

Strategy 1 Details	Reviews			
<p>Strategy 1: RtI strategies, (Tier I & II), before and after school tutorials, Second Chance Saturday School, and grade recovery contracts with teachers.</p> <p>Strategy's Expected Result/Impact: Students earning credit</p> <p>Staff Responsible for Monitoring: Faculty Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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

Performance Objective 1: We will increase student and staff safety and awareness and expectations to grow a safe, respectful, and responsible campus.

Evaluation Data Sources: RTI strategies, Emergent Tree Daily Behavior Report Card (DBRC) and Skyward (academic performance, attendance, and discipline)

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will participate in recognizing students and teachers who demonstrate an SRR attitude. Strategy's Expected Result/Impact: Teachers will reward students with SRR tickets who demonstrate the safe, respectful, responsible attitude.</p> <p>Reduce referrals and increase positive behavior, morale, and attendance. Staff Responsible for Monitoring: Campus Administration RTI Team Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain the No Place for Hate designation. Strategy's Expected Result/Impact: Decrease referrals, anonymous online tips, and email alerts. Staff Responsible for Monitoring: Principal Counseling Team</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The purposes of the drug-testing program is to help enforce a drug-free educational environment; deter student use of illegal and performance-enhancing drugs; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs. Strategy's Expected Result/Impact: Provide a drug free educational environment for all students. To educate and encourage a lifetime of healthy drug free choices. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will teach and reinforce correct safety expectations through regular practice drills and debriefs.</p>	Formative			Summative
	Nov	Jan	Mar	June

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No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: Implement district safety protocols and procedures regarding COVID in keeping with state and TEA guidelines.





Evaluation Data Sources: District COVID dashboard

Strategy 1 Details	Reviews			
Strategy 1: Enforce safety procedures (face coverings, hand and classroom sanitation, traffic flow, and social distancing) Strategy's Expected Result/Impact: Student compliance Staff Responsible for Monitoring: Administration Faculty	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: We will develop a balanced budget with the funds specifically provided for each department on campus.

Evaluation Data Sources: Campus budget audit

Strategy 1 Details	Reviews			
Strategy 1: Follow campus procedures for departmental budgets Strategy's Expected Result/Impact: Effective use of funds Staff Responsible for Monitoring: Finance/Principal admin assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: Maintain CEIC members and meetings

Strategy 1 Details	Reviews			
Strategy 1: We will improve campus relationships with parents and community members through engagement activities with all stakeholders. Staff Responsible for Monitoring: Principal Admin Team Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will work with the middle schools to ensure an efficient transition for all middle school students to high school. Staff Responsible for Monitoring: Principal Admin Team Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will ensure a diverse group of students is represented on the Superintendent Student Advisory Council. Staff Responsible for Monitoring: Principal Admin Team Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Increase communication and opportunities for involvement with all stakeholders.





Evaluation Data Sources: Parent, staff, and student surveys
Panther Parent Organization

Strategy 1 Details	Reviews			
Strategy 1: Publish LHHS Panther Post weekly Strategy's Expected Result/Impact: Improved communication and parent participation Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct informational parent meetings throughout the year. Strategy's Expected Result/Impact: Increase parent awareness for student success initiatives. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support and add the LHHS PPO activities and meetings Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Work with Panther Pit Crew and other community-based organizations to support all of our student organizations. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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: Overseeing expansion of high school facilities, managing proper use, and maintenance

Evaluation Data Sources: Weekly updates with the contractor

Strategy 1 Details	Reviews			
<p>Strategy 1: We will recruit parents, community members, and students to serve on district-wide committees to offer valuable input on the needs and growth of our district.</p> <p>Staff Responsible for Monitoring: Principal Admin Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

State Compensatory

Budget for Liberty Hill High School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Liberty Hill High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laurie McDaniel	Credit Recovery Teacher	1
Terri Michener	Dyslexia Teacher	1