

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



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Liberty Hill Middle School is located at 13125 W Highway 29 in Liberty Hill, TX as part of Liberty Hill ISD. The campus serves approximately 912 students and 7th and 8th grades. The student demographics breakdown is:

- 0.1% Native Hawaiian
- 0.3% American Indian
- 0.7% African American
- 1.0% Asian
- 25% Hispanic
- 4.7% Two or more races
- 68% White.
- 29% free and reduced lunch
- 28% of students are identified as at risk
- 5.9% of students are English Language Learners
- 7% are Gifted and Talented
- 14% are served under Special Education
- 13% under Section 504

There are approximately 70 professional staff members on campus and 64 are certified teachers

### Demographics Strengths

Liberty Hill Middle School has a low turnover rate with staff and we are striving to create 6th-8th grade Middle School continuity through all programs now offered as we shift from a Junior High to a Middle School. We have hired 18 new staff members (2 were added due to growth and need for intervention) and 4 are new to the profession. Liberty Middle School students excel in many areas outside of academics such as Fine Arts, UIL Athletics, and community involvement with numerous awards and recognitions given to students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We need to encourage the parents of our ELL students to be more involved. **Root Cause:** There is a language barrier from the campus to communicating and support ELL students.

**Problem Statement 2:** Economically disadvantaged students perform lower on STAAR tests than their non economically disadvantaged peers **Root Cause:** Economically disadvantaged students do not have the same at home and family supports as non economically disadvantaged students

# Student Learning

## Student Learning Summary

Student achievement data from STAAR 2019 and 2021 due to STAAR 2020 being canceled due to COVID.

LHJH 2018-19 Campus Accountability Rating: A

Distinction Designations: top 25% comparative academic growth and top 25% comparative closing the gaps

## Student Learning Strengths

Student achievement data from STAAR 2019 and 2021 due to STAAR 2020 being canceled due to COVID.

LHJH 2018-19 Campus Accountability Rating: A

Distinction Designations: top 25% comparative academic growth and top 25% comparative closing the gaps

LHMS STAAR Data 2021 - Reading 8th								
8th Cohort								
8th Grade Reading 2021					6th Grade Reading 2019			
	Approaches	Meets	Masters			Approaches	Meets	Masters
Total Students (399)	76.69%	49.12%	21.05%		Total Students (345)	75.80%	46.06%	21.57%
Economic Disadvantage	53.49%	36.05%	10.47%		Economic Disadvantage	58.02%	25.93%	14.81%
Black/African American	72.73%	54.55%	18.18%		Black/African American	72.73%	18.18%	9.09%
Hispanic	65.74%	44.44%	12.96%		Hispanic	64.84%	36.26%	17.58%
Two or More Races	86.96%	47.83%	26.09%		Two or More Races	75%	41.67%	8.33%
White	80.78%	50.98%	23.92%		White	80.35%	51.53%	24.45%
LEP	19.23%	3.85%	0%		LEP	30.43%	0%	0%
SPED	43.59%	12.82%	2.56%		SPED	37.50%	9.38%	3.12%
LHMS STAAR Data 2021 - Reading 7th								
7th Cohort								
7th Grade Reading 2021					5th Grade Reading 2019			
	Approaches	Meets	Masters			Approaches	Meets	Masters
Total Students (290)	71.03%	47.93%	24.83%		Total Students (258)			
Economic Disadvantage	59%	39%	22%		Economic Disadvantage	77.53%	49.44%	21.35%
Black/African American	50%	0%	0%		Hispanic	73.13%	47.76%	23.88%
Hispanic	55.70%	34.18%	21.52%		Two or More Races	91.67%	83.33%	41.67%
Two or More Races	92.31%	69.23%	38.46%		White	86.93%	67.61%	39.77%
White	75.52%	52.60%	25.52%		LEP	53.33%	20%	6.67%
LEP	27.78%	11.11%	0%		SPED	17.65%	11.76%	5.88%

**LHMS STAAR Data 2021 - Reading 8th**

SPED	26.09%	13.04%	8.70%				

**LHMS STAAR Data 2021 - Reading 6th**

**6th Cohort**

6th Grade Reading 2021				4th Grade Reading 2019			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Total Students (267)	83.72%	63.18%	35.66%	Total Students (251)	80.88%	53.39%	26.29%
Economic Disadvantage	62.07%	24.14%	6.90%	Economic Disadvantage	68.42%	35.09%	17.54%
Hispanic	66.04%	24.53%	15.09%	Hispanic	74.51%	33.33%	11.76%
Two or More Races	72.73%	54.55%	9.09%	Two or More Races	90%	50%	20%
White	83%	47.50%	24%	White	82.98%	59.57%	30.85%
LEP	41.67%	0%	0%	LEP	36.36%	0%	0%
SPED	29.03%	9.68%	3.23%	SPED	39.29%	10.71%	0%

**LHMS STAAR Data 2021 - Math 8**

**8th Cohort**

8th Grade Math 2021				6th Grade Math 2019			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Total Students (285)				Total Students (341)			
Economic Disadvantage	56.58%	19.74%	0%	Economic Disadvantage	82.72%	44.44%	12.35%
Asian	100%	50%	50%				
Black/African American	60%	10%	0%	Black/African American	81.82%	63.64%	9.09%
Hispanic	64.44%	23.33%	1.11%	Hispanic	86.67%	48.89%	14.44%
Two or More Races	76.47%	41.18%	11.76%	Two or More Races	100%	50%	25%
White	71.69%	42.17%	9.04%	White	94.30%	69.30%	32.02%
LEP	46.15%	11.54%	0%	LEP	73.91%	21.74%	0%
Special Ed Indicator	30.77%	7.69%	0%	SPED	65.62%	18.75%	0%

**LHMS STAAR Data - Math 7**

**7th Cohort**

7th Grade Math 2021				5th Grade Math 2019			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Total Students (193)	63.21%	21.24%	3.11%	Total Students (262)	72.94%	61.07%	30.92%
Economic Disadvantage	51.25%	13.75%	2.50%	Economic Disadvantage	91.21%	46.15%	20.88%
American Indian/Alaskan Native	100%	100%	0%	Asian	100.00%	67%	66.67%
Asian	100%	0%	0%	Hispanic	91.55%	47.89%	25.35%
Black/African American	100%	0%	0%	Two or More Races	100%	66.67%	25%
Hispanic	44.83%	15.52%	3.45%	White	93.75%	65.91%	32.95%
Two or More Races	88.89%	33.33%	11.11%	LEP	87.50%	25%	12.50%

**LHMS STAAR Data 2021 - Reading 8th**

White	68.85%	22.95%	2.46%		SPED	73.68%	10.53%	0%
LEP	23.53%	0%	0%					
SPED	27.27%	0%	0%					

**LHMS STAAR Data - Math 6**

**6th Cohort**

6th Grade Math 2021				4th Grade Math 2019			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Total Students (265)	82.64%	48.30%	16.98%	Total Students (251)	85.26%	56.57%	35.86%
Economic Disadvantage	67.24%	27.59%	8.62%	Economic Disadvantage	73.68%	38.60%	19.30%
Asian	0%	0%	0%	Black/African American	0%	0%	0%
Black/African American	0%	0%	0%	Hispanic	74.51%	39.22%	23.53%
Hispanic	64.15%	35.85%	13.21%	Native Hawaiian/Pacific Islander	0%	0%	0%
Native Hawaiian/Pacific Islander	0%	0%	0%	Two or More Races	90%	60%	20%
Two or More Races	90.91%	27.27%	0%	White	88.83%	61.70%	40.43%
White	88.38%	53.54%	19.19%	LEP	45.45%	9.09%	0%
LEP	50%	16.67%	0%	SPED	39.29%	17.86%	3.57%
SPED	43.33%	13.33%	0%				

**LHMS STAAR Data - Science 8**

**8th Cohort**

8th Grade Science 2021				5th Grade Science 2018			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Total Students (399)	81.20%	55.89%	36.09%	Total Students (318)	80.82%	46.86%	19.50%
Economic Disadvantage	62.35%	29.41%	17.65%	Economic Disadvantage	60.26%	28.21%	12.82%
Asian	100%	50%	50%	Black/African American	90%	30%	10%
Black/African American	54.55%	36.36%	9.09%	Hispanic	65.85%	29.27%	10.98%
Hispanic	72.64%	40.57%	21.70%	Two or More Races	72.73%	54.55%	0%
Two or More Races	78.26%	60.87%	34.78%	White	86.51%	53.95%	24.19%
White	85.99%	62.65%	43.19%	LEP	33.33%	0%	0%
LEP	42.31%	15.38%	3.85%	SPED	34.38%	15.62%	0%
SPED	45%	17.50%	12.50%				

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** We need to close the achievement gaps in our Special populations. **Root Cause:** Increase the rigor for all students. Focus on the depth of knowledge, not the amount of knowledge.

**Problem Statement 2:** How will teachers teach and support the learning gaps that were created from remote learning and the learning during a pandemic? **Root Cause:** The COVID pandemic created a situation where the campuses must now close the learning gaps that occurred due to options of remote learning from choice and/or quarantine.

**Problem Statement 3:** Economically disadvantaged students perform lower on STAAR tests than their non economically disadvantaged peers **Root Cause:** Economically disadvantaged students do not have the same at home and family supports as non economically disadvantaged students

# School Processes & Programs

## School Processes & Programs Summary

Liberty Hill Middle School will have a strong focus on the school culture and climate for students and staff working toward "Being the Exception". Clear expectations for students and staff will be established, taught, and reinforced through weekly challenges to "Be the Exception" which are tied to Character Strong Dares. A positive referral system will be established to support students reaching high levels of academic and behavioral success. A positive shout out system will be added for staff shout outs as well. The culture will embrace that all staff looks at students as "OUR" students. We will work interdependently as a strong team to ensure student success.

## School Processes & Programs Strengths

Liberty Hill Junior High has a high staff retention rate. We hired 11 teachers (4 added due to increased enrollment) and 2 are new-to-profession. LHJH student discipline referrals are very low and approximately 80% of the discipline referrals involved the same students throughout the school year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Provide more support and professional development for all of the teachers in the PLC process. This includes elective teachers who need time to work with the teachers at other campuses who teach the same content. **Root Cause:** There is limited time and funding for professional development.

**Problem Statement 2:** The same students continue to get discipline referrals throughout the school year. **Root Cause:** The campus needs to adopt a multi-tiered system of behavior interventions and supports.

**Problem Statement 3:** Parents are not as involved as the school would like unless there is a problem partly due to COVID restrictions placed on schools. **Root Cause:** Parents are restricted from coming to campus. Also, they are overwhelmed with emails and information that is not streamlined.

**Problem Statement 4:** Staff and students regularly deal with technology not working and are not able to solve the problems. **Root Cause:** There is not enough tech support staff available to meet the demands from the campus.

**Problem Statement 5:** LHMS continues to grow very fast and new staff is not adequately trained and taught LHMS systems and processes. **Root Cause:** There is not a set or structured system that teaches new staff the expectations and what it means to be a Liberty Hill Panther.

**Problem Statement 6:** We do not have 100% of students involved in a club or an organization. **Root Cause:** We need to schedule time inside the bell schedule to incorporate clubs. We also need to empower students, via selection, to rank their club selections every six weeks.

**Problem Statement 7:** We need to encourage the parents of our ELL students to be more involved. **Root Cause:** There is a language barrier from the campus to communicating and support ELL students.



# Perceptions

## Perceptions Summary

Stakeholder surveys were sent out by the district last year due to COVID. Feedback from parents and community through conversations, social media, and email is a very positive working relationship. The schools do a good job communicating through email, websites, and social media. Staff has shared positive feedback about the administration and the campus direction as a whole. Students are offered many ways to get involved and have the ability to set up their own on-campus clubs (Examples: Kindness Club, NJHS, FCA, All Girls Podcast, Dungeons and Dragons, etc)

## Perceptions Strengths

LHJH hosts several events throughout the year for students: UIL, dances, FCA and girls/boy scouts. Parents are offered ways to volunteer through the PPO, volunteer at events and participate in parent involvement sessions throughout the year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We do not have 100% of students involved in a club or an organization. **Root Cause:** We need to schedule time inside the bell schedule to incorporate clubs. We also need to empower students, via selection, to rank their club selections every six weeks.

**Problem Statement 2:** Parents are not as involved as the school would like unless there is a problem partly due to COVID restrictions placed on schools. **Root Cause:** Parents are restricted from coming to campus. Also, they are overwhelmed with emails and information that is not streamlined.

**Problem Statement 3:** Staff and students regularly deal with technology not working and are not able to solve the problems. **Root Cause:** There is not enough tech support staff available to meet the demands from the campus.

**Problem Statement 4:** We need to encourage the parents of our ELL students to be more involved. **Root Cause:** There is a language barrier from the campus to communicating and support ELL students.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

## **Parent/Community Data**





- Parent surveys and/or other feedback

# 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:** We will monitor all students to ensure they grow academically one year's growth measure in all subject areas.





**Evaluation Data Sources:** Common assessments, District benchmark data, STAAR interim assessments, Six week grade reports, STAAR test results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will work with all departments to spiral in past standards to build a bridge between current standards and standards not mastered during the COVID pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show mastery on identified essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teams, Departments, Counselors, ELL case manager, SPED case manager</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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> We will develop a multi tiered support system for students to grow academically.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower failure rates for grading periods and students making progress on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teams, Departments, Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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> We will monitor ELL and SPED student failures and mastery of standards</p> <p><b>Strategy's Expected Result/Impact:</b> ELL and SPED students will have lower failure rates for grading periods and will make progress on math and reading STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teams, Departments, Counselors, ELL case manager, SPED case manager</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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>				

**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:** We will increase student attendance to reach a campus goal of 97% attendance.





**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will develop an attendance website (all links for documents that students and parents might need) with district support and communication to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see an increase in student attendance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Admin                      Team leaders                      Counselor                      Attendance Clerk                      SRO                      Social worker</p>	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>				

**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:** We will continue our progress in the PLC process to ensure student mastery of essential standards.

**Evaluation Data Sources:** Team data heat maps, Multi-tiered system of interventions, Artifacts from Dept PLC meetings, Panther Curriculum

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement a system during the Advisory Period where staff will monitor essential standard mastery through small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of failures and increase the number of students showing mastery</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teams Departments Instructional Coach Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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> We will implement campuswide quality instruction using the Fundamental Five and Cue, Do, Review instructional models, blended learning techniques, using technology tools, and student relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration of aligned strategies resulting in increased mastery of standards</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teams Departments Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 4:** We will decrease the number of office referrals, students that are suspended and discretionary DAEP/JJAEP placements.

**Evaluation Data Sources:** Discipline reports, discipline consequence matrix, multi tiered system of behavior interventions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement scheduled team meetings with Admin and Counselors to take a proactive approach on student discipline concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, counselors, teams</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> We will implement a schoolwide SEL curriculum, which includes social skills, diversity, and acceptance lessons, led by counselors and staff during the Advisory Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals and increase in positive referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, admin, counselors</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> We will complete a No Place for Hate campus designation with a student coalition.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will be recognized as a No Place for Hate campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Admin, Students</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> We will develop a multi tiered system of behavior supports with an aligned discipline matrix that includes consequences and positive supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness and follow through of expectations and decrease of office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement SPED behavior meetings to address the disproportionate number of SPED students being suspended from office discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> SPEP suspensions will be reduced</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Admin, SPED teachers, Teachers



No Progress



Accomplished



Continue/Modify







Discontinue



**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 awareness and expectations.





**Evaluation Data Sources:** Teaching slides, Drill logs, COVID processes and procedures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will teach students and staff the correct safety expectations and reinforce monthly. <b>Strategy's Expected Result/Impact:</b> Increase student and and staff response time during safety emergencies. <b>Staff Responsible for Monitoring:</b> Admin, Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will conduct unannounced drills in coordination with first responders. <b>Strategy's Expected Result/Impact:</b> Increase student and and staff response time during safety emergencies <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Chief of Police	<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;">  0% No Progress         </div> <div style="text-align: center;">  100% 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 2:** We will teach and reinforce health safety practices that reduce the spread of infectious diseases.





**Evaluation Data Sources:** Decrease in student and staff absences due to infectious diseases.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will develop COVID responses plans for the staff, students, visitors, extracurricular activities and the building that include hand washing, social distancing, cleaning high contact areas, and optional wearing a mask.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreases in student and staff infections rate.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</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 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 we are allotted as a campus.





**Evaluation Data Sources:** Campus budget audit

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will gather input in a collaborative manner from the campus leadership team and department leads.</p> <p><b>Strategy's Expected Result/Impact:</b> Budget will stay balanced and there will be no budget transfer request outside of the function code.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Secretary CLT</p>	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>				

**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:** We will increase the coordination of transitions from LHISD Elementary feeder schools (Burden, Noble, and Hill) to LHMS, the transition from LHMS to LHHS, and the transition for students new to LHMS.

**Evaluation Data Sources:** Schedule of events, communication to students and parents, schedule of SPED transition meeting prior to calendar year ending





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will assign a counselor to each transition campus to set up transition plans for students and parents. <b>Strategy's Expected Result/Impact:</b> Increase in student transition from campus to campus. <b>Staff Responsible for Monitoring:</b> Counselors, Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will set up transition ARDs and 504 meetings from campus to campus to ensure program and staff supports are aligned. <b>Strategy's Expected Result/Impact:</b> Increase in alignment and support for student IEPs and 504 plans. <b>Staff Responsible for Monitoring:</b> Admin, Case Managers, ARD/504 Facilitators	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>				

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

**Evaluation Data Sources:** Parent/Community surveys, Artifacts of communication (Blackboard, Facebook, Website)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will streamline campus-wide communication home with Remind, Blackboard, Skyward, Social Media avenues, and LHMS Website.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more included and up to date with campus and classroom information.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will work with our campus Panther Parent Organization (PPO) to best support our staff and students through the parents.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in parent involvement with the school including ELL families</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The principal will set up parent information sessions, a site-based decision-making team, an LHMS Youth Leadership Council, and the LHMS website for communication directly with and from the principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community members will be involved and connected with the school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will support the district's ambassador program to engage the community with our school.</p> <p><b>Strategy's Expected Result/Impact:</b> The community will have more direct connection to our school.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CLT, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> We will work on making LHMS campus communications available for our ELL populations in order to engage more of our ELL parents on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL parents will be more included and up-to-date with campus information.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Secretary, Counselors</p>	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>				

**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 task forces, community engagement, bond planning and staff input teams with various stakeholders.

**Evaluation Data Sources:** Task force, community meetings and planning committees agendas and attendance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will recruit parents, community members, staff and students willing to serve and offer input in the stakeholder committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Our campus will be well represented on all stakeholder committees.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, All staff, students, parents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will develop a committee (administration, staff, parents, students) to help support the building remodel and design in conjunction with the district lead architecture group.</p> <p><b>Strategy's Expected Result/Impact:</b> Our campus will be more functional to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				