Lampasas Independent School District

Lampasas Middle School

2024-2025 Campus Improvement Plan



Mission Statement

The mission of the Lampasas Independent School District is to develop and encourage life-long learners and to share in the responsibility of educating the total child. The District strives to prepare the students physically, mentally, socially and morally toward the full realization of their highest capabilities.

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Demographics

Demographics Summary

LMS Enrollment

- 2021/2022- 805 students
- 2022/2023- 802 students
- 2023/2024- 805 students
- 2024/2025- 805 students

Our enrollment numbers fluctuate throughout the school year, with higher numbers at the beginning, a slight decrease mid-year, and an increase at the end.

Lampasas Middle School fosters a learning environment for 6th-grade through 8th-grade students.

- 805 students, ages range from 11 to 15
- Open enrollment admission

2024-2025 Student Population

6th-grade students, 137 females and 118 males, total: 255
7th-grade students, 122 females and 147 males, total: 269
8th-grade students, 144 females and 137 males, total: 281

2022-2023 Race/Ethnicity

White- 58%
American Indian > 1%
Hispanic- 32%

Asian >1%
African American- 3%
Pacific Islander >1%
Multi-Racial- 6%

Student Groups

Economically disadvantaged

54% of the student population is considered economically disadvantaged.
- 59% of the 6th grade class
- 49% of the 7th grade class
- 53% of the 8th grade class

433 LMS students qualify as economically disadvantaged.
Our percentage of economically disadvantaged students decreased by 2%.

Migrant students

LMS has no migrant students at this time.

English language learners

Fifty of our students are serviced under our ELL program.
6.2% of the LMS student population, doubling from last year by 3.1%.

Military Connection

22% of students at LMS are military-connected.
LMS provides multiple resources to students connected to military families to assist with the transition to location.
LMS strongly emphasizes supporting military students and their families, ensuring staff attend training on the complexity of the many responsibilities and implications of students and their families committed to military service.
LMS is a Purple Star Award recipient. One of only 150 schools in Texas to receive the honor for the efforts to support our children's emotional, intellectual, social, and physical growth.

Special Education

221 students are identified as Special Education
28% of the LMS student population, up 7% from last year
4% of the SPED population are coded as a student with an Intellectual Disability
>1% of the SPED population is coded as a student with a Physical Impairment

10% of the SPED population are coded as a student with Autism.
7% of the SPED population are coded as a student with an emotional disturbance
>1% of the SPED population is coded as a student withauditory impairment
23% of the SPED population are coded as a student withOther Health Impairments, up 10% from last year.
52% of the SPED population are coded as a student with a Specific Learning Disability
15% of the SPED population are coded as a student with a Speech Impairment, up 11% from last year.

Section 504

163 students identified as 504, up 32 from last year.
20.3% of the LMS student population, up 4% from last year.
Including special education and 504 students, 48% of our students receive services due to an impairment, an 11% increase from the 2023-2024 school year.

Response to Intervention- RTI

- 2020-2021- 161 students
- 2021-2022- 259 students
- 2022-2023- 168 students
- 2023-2024- 250 Students
- 2024-2025- 345 Students

Homeless

17 LMS students are identified as homeless on the LISD student residency questionnaire.
Two students were coded last year. The number has increased 118% from the 2023-2024 school year.
Free food services, counseling services, and benevolence funds are available.

Gifted

44 students identified as GT
5.4% of the LMS population. A 3.3% decrease from the 2023-2024 school year.

Drop Out Rate

There is no dropout rate to report for the middle school.

Student Discipline Rates

In the 2023-2024 school year, 979 discipline offenses were reported at the middle school level.
259 students received discipline referrals in the 2023-2024 school year. 59% of the offenses were from white students
19% of the offenses were from Hispanic students, down 8% from the previous year.

Student discipline by ethnicity

58% of our campus is white, and white students commit 59% offenses.
33% of our campus is Hispanic, up 4% from the previous year. 19% of the offenses are committed by Hispanic students, down 8% from 2023-2024.
9% of our campus is other ethnic groups, and other ethnic groups commit 5.7% of offenses. Down 3% from the 2022-2023 school year.

Staff Data

Lampasas is 96% highly qualified for all filled 2024-2025 school year positions. We have one teaching position available.

The total staff for Lampasas Middle School is 89
Teachers- 69%
Professional support staff- 6%
Campus Administration- 5%
Educational Aides- 17%

Demographics Strengths

- Discipline percentages mirror campus ethnicity percentages.
- Consistent numbers in Special Programs.
- Decrease in discipline for the school year
- Decrease in special populations discipline offenses.
- All staff members are highly qualified.

- LMS Staff receives professional development on student brain development and trauma responses. Teachers are taught best practices when working with students experiencing high emotions and behaviors.
- LMS staff receive professional development training to ensure an understanding of the complexity of our military-connected students, their families, and the implications of military service.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students participating in 504 increased 32% over the last school year. **Root Cause:** We need better communication about student transitions from elementary to middle school and should consider transitioning academically successful students off 504 plans.

Student Learning

Student Learning Summary

STAAR Scores

Lampasas Middle School demonstrated great scores on the STAAR test in the 2023-2024 school year. There were many categories this year where LMS not only scored higher than the state, but also showed improvement from the 22-23 school year. Those standout categories were in 6th grade reading for approaches, meets, and masters, 7th grade reading for approaches and masters, 8th grade reading for meets and masters, 6th grade math for approaches, 8th grade math for meets and masters, Algebra EOC scores for approaches and masters, 8th grade history for meets and masters, and lastly, 8th grade science for approaches and meets.

LMS also saw significant increases from the previous year in 6th grade reading for approaches, meets, and masters, 8th grade reading for meets and masters, a 10% increase for 8th grade meets in math, 8th grade meets in history, and increases across the board in 8th grade science.

Reading STAAR Scores	Approaches	Meets	Masters
6th grade- All students	87%	68%	30%
7th grade- All students	75%	58%	32%
8th grade- All students	85%	60%	33%

Math STAAR Scores	Approaches	Meets	Masters
6th grade- All students	86%	48%	12%
7th grade- All students	39%	19%	1%
8th grade- All students	81%	51%	18%

Algebra EOC Scores	Approaches	Meets	Masters
	100%	84%	52%

8th Grade U.S. History	Approaches	Meets	Masters
	67%	42%	20%

8th Grade Science	Approaches	Meets	Masters

81% 50% 15%

Student Learning Strengths

- 6th, 7th, and 8th-grade Reading scores exceeded state averages, and 6th and 8th grade Reading scores surpassed the campus scores of the previous year. 7th grade Reading scores were slightly above or below the previous year in their respected categories.
- 6th and 8th grade Math scores significantly exceeded state averages, with 6th and 8th grade Math scores about equal with the previous year except for a 10% increase in the category of 8th grade meets.
- 8th grade Social Studies scores exceeded the state average from last year with an increase from our scores the previous year as well, aside from a 1% drop in approaches.
- 8th grade Science scores exceeded the state average, other than 1% behind in masters, but we did increase our scores in comparison to last year.
- Algebra scores exceeded the state average 79% passing rate in the 23-34 school year with a 100% passing this year again.

Sub-populations

The state assessment data showed the campus grew in several sub-populations. LMS saw increases in 6th grade reading for economically disadvantaged, Hispanic, and Sped students in the meets category. We also saw an increase in our 6th grade Sped students for math, 7th grade Sped students in reading, and in our 8th grade economically disadvantaged students and sped students in reading. Lastly, in 8th grade social studies, we saw gains from last year for our Eco-dis, Hispanic, and Sped students.

In our sub-population categories LMS was at or above the state average in most areas. We saw significantly higher scores in areas with our economically disadvantaged, Hispanic, Sped, and two or more race students. Those were in the areas of 6th grade reading, 6th grade math, 7th grade reading, 8th grade math, 8th grade science, and 8th grade social studies.

Academic Improvement

Moving forward, students will be identified based on their academic deficits. Student academic growth needs will be addressed with additional intervention to close the learning gaps.
Interventions and strategies to help these students are provided in the following forms:

- **Tutorials**: before, during, and after school done by teachers of all subjects
- **Intervention**
  - Elective Intervention pull-out
  - Prime-Time Intervention: Targets lower-performing students with additional support
- **Curriculum/programs:**
  - Teacher-led
  - Nearpod
  - Common Lit- digital literacy program with ELAR articles and lessons
  - Prodigy- game-based learning platform for ELAR and math
  - Summit K12- Emergent Bilingual program
  - XLR8- RTI Tier 2 once a week Elective pull-out
- IXL: Customizable educational program that focuses on personalized skills and concepts

Mondays-Friday.

- Co-Teach Classes & Applied Classes: Targets our Special Education students with support from Special Education teachers
- Content Mastery: Assists our 504 students who receive accommodations
- LEP & GT Prime-Times: Provided to specific groups based on their needs

To increase STAAR scores across the board, all students will be participating in IXL during Prime Time in promoting math and reading lessons based on the student's individualized academic growth needs.

Areas of Focus

Economically disadvantaged and Hispanic students were a concern last year. However, both groups surpassed state averages in all areas except for 7th grade math. We will continue to monitor these groups. This year our focus is more on Hispanic and our two or more race students, but our primetime and Intervention Teachers will be able to help and support these students. The additional interventionist on staff allows us to track, identify, and serve all struggling learners in reading and math. We will also focus on our current 8th grade math students across the board as they were not able to meet the state average. As 7th graders, those student's scores last year were also below the previous year scores. We have a plan to pull all students that did

not meet the grade level on STAAR during electives by our intervention teachers and reevaluate them after the first common assessment.

Student Learning Strengths

- 6th, 7th, and 8th-grade Reading scores exceeded state averages, and 6th, 7th, and 8th-grade Reading scores surpassed the campus scores of the previous year.
- 6th, 7th, and 8th grade Math scores exceeded state averages, and 6th, 7th, and 8th grade Math scores surpassed the campus scores of th previous year.
- 8th grade Social Studies scores exceeded the state average in 2022
- 8th grade Social Studies scores exceeded the state average in 2022
- Algebra scores exceeded the state average 78% passing rate in the 2022 school year with a 100%.

While subpopulation students continue to be a focus for the campus, the groups surpassed state averages in Math and Reading in the 2022 testing data. The additional interventionist on staff allows us to track, identify, and serve all struggling learners in reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special populations in 8th-grade Science fell below the state average in Approaches and Meets. **Root Cause:** Intervention primarily focuses on Math and Reading due to state requirements.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures

Professional/staff development needs are determined by monitoring data, classroom visits by administrative staff, district feedback, department meetings, and individual conferences with teachers. New teachers also attend two days of training before the start of school to learn about procedures and routines for LISD. Curriculum instructional strategists and experienced teachers facilitate in-house staff development, while out-of-district workshops are also encouraged, with teachers bringing back information and sharing it with campus teachers.

LMS has a full-time curriculum instructional strategist, three interventionists, and an ESL coordinator who continuously monitors student academic growth and needs. Interventionists have created a schedule to work with students in small weekly groups to close learning gaps.

Considerable time is invested at the beginning of the school year, reviewing the teacher handbook, district policies and procedures, and detailed safety updates to ensure teachers know the campus and district expectations.

Professional Practices and Procedures

Administrators monitor the implementation of CIP objectives through classroom observations and collaborative leadership meetings and provide two-way communication about the observations through Eduphoria T-TESS. They also attend department meetings, analyze data using various testing instruments, and converse professionally about student achievement. Two additional planning days have been added to the academic calendar to provide teachers with extra time to collaborate with peers to enhance content lessons, activities, and delivery to meet the diverse academic needs of students. Teachers use TEKS Resource System to provide a guaranteed viable curriculum across all grade levels and all core subject areas. District-wide common assessments and benchmarks are conducted at the end of each nine weeks. SPED Co-teachers monitor student academic needs, accommodations, and academic progress toward their educational goals.
LMS will utilize training and planning time to:

- Grow new staff members through targeted support.
- Utilize departmental and committee meetings to gather staff input.
- Provide planning time for core teachers and co-teachers to ensure that instruction is aligned with TEKS/SE and STAAR performance objectives.
- Utilize Eduphoria Aware for campus data to check progress toward mastery and identify areas of weakness.

Campus Technology

LMS continues to expand and incorporate technology resources into the classroom curriculum delivery and activities. Our 1:1 student ratio for Chromebooks continues to be essential for delivering campus instruction resources. Teachers and students continue to use and explore innovative educational applications in the classroom, enhancing the academic environment and providing instantaneous feedback.

Throughout the year, our curriculum instructional specialist and teacher experts provide technology assistance by sharing quick "a-ha" moments and learning opportunities through "Lunch and Learn." Teacher professional development during teacher conferences, e-courses, staff development days, and emails with "cheat sheets" and video links assist staff in increasing knowledge and mastery of the apps/websites we have at our fingertips.

Campus teachers fill out a survey at the beginning and end of the year to determine teacher professional development needs. The surveys drive the professional development session topics. Our instructional strategist reviews observation data collected every nine weeks during Learning Walks on the overall campus percentages and feedback the Administrators give to teachers. Our strategist also provides new or innovative strategies gathered from district professional development sessions.

All students are utilizing IXL, a learning platform providing diagnostics and individual lessons to meet the student's academic needs. The program will assist in decreasing the deficit in academic performance left by missed instructional opportunities over the last two years due to pandemic school closures and Virtual Learning. IXL is also being used for students who need accelerated Learning, as mandated by House Bill 4545.

Training technologists at each campus provides immediate assistance to hardware and software issues. The onsite technologist significantly improves the wait time, communication, and understanding. Work orders are placed on Eduphoria, and the technology team is assisted in tracking work orders' completion. In addition, technologists are available to all students before school and Prime Time for Chromebook maintenance.
Technology classroom management issues have decreased with the implementation of GoGuardian due to the 1:1 initiative. The firewall blocks many sites, but GoGuardian now detects any breaches immediately, and the technology team is simultaneously notified.

Another helpful resource implemented by the Lampasas ISD is to alert administrators for words indicating "self-harm." Suppose a student writes about or uses words it is programmed to recognize in any format (Word, email, Google Drive, or another site while on their Chrome book). In that case, it alerts the technology team and starts an investigation.

In addition, guidelines and expectations are established and signed off on so that students clearly understand how to use their devices at school and home.
Students use proxy sites to bypass the system and block inappropriate sites, but they are consistently weeded out when discovered by administration or tech staff.

School Processes & Programs Strengths

- 100% highly qualified staff, including District of Innovation
- Consistent and purposeful staff development, both in and out of the district, and staff meetings
- Teacher mentoring
- Increase in intervention services and availability
- Increased planning days for all teachers
- The Middle School curriculum instructional specialist is regularly involved in staff development to support teachers and instructional needs.
- Campus technology personnel available to support students and staff

- Strong curriculum in TEKS resource system
- Continued progress in using Chromebooks in the classroom with much assistance from curriculum specialists.
- IXL platform to help all students increase academic achievement in Math and ELAR
- Programs are in place to assist in closing academic gaps for students who are struggling.
- Open communication through department meetings
- Nearpod for Intervention
- Quizizz & GimKit for Interactive Formative Assessments to monitor student progress on concepts being taught in class
- Discovery Education & Khan Academy for Instructional Video Supports and exercises to increase student understanding
- Diffit site License: Diffit is an AI-powered tool that helps teachers create differentiated activities in the classroom. It allows the teachers to convert any content to any reading level easily. Benefits include adapting any text or article for any reading level. Generates relevant resources for any topic and video.
-
    - Ai Gemini: Gemini is multimodal, meaning it can interpret and respond to different types of content, including text, audio, video, and code. Gemini is built into Google apps like Gmail, Docs, Sheets, and Maps.
    - Magic School: Gemini is multimodal, meaning it can interpret and respond to different types of content, including text, audio, video, and code. Gemini is built into Google apps like Gmail, Docs, Sheets, and Maps.
    - ChatGPT: ChatGPT helps enhance staff and student productivity by utilizing brainstorming topic strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The increased artificial intelligence software enhances the teacher's ability to strengthen content delivery and activities to align with the TEKS and improve students' learning experience to meet their academic needs. **Root Cause:** Ensure teachers receive ongoing training to fully utilize the potential of artificial intelligence software in the classroom.

Perceptions

Perceptions Summary

Maintaining a positive school culture is crucial for creating a supportive and nurturing academic and social-emotional environment at Lampasas Middle School. We aim to create a campus where students are safe and supported to reach their full potential. Campus safety remains our top priority. In the past, students have had numerous opportunities to engage with Lampasas Middle School through campus beautification projects, extracurricular activities, student leadership programs, and themed weeks to promote student participation. We ended last school year with our Minnow Camp, an opportunity for our incoming 6th graders to come to our campus before the school year ends. This event allows incoming 6th-grade students to be introduced to procedures, culture, and middle school staff. Students also learn how to navigate the campus, find their teacher's classrooms, and get to know other students as our LMS Student Leadership Committee teaches them about our school culture, expectations, and layout. Conducting Minnow Camp during the school year allowed for an increase in student participation. In addition, we are excited to implement our Start With Hello week. Start With Hello Week helps students make contact with other students outside their regular social group, helping them realize that it is not difficult to help others feel included in a school environment. We also provide students with information to bring awareness to multiple causes to include:

- National Bullying Prevention Month
- Educate and raise awareness of bullying prevention to protect students and limit the damaging effects of bullying.
- Red Ribbon Week
- Educate and encourage students to participate in drug prevention activities to raise awareness for health conditions and social issues associated with drug and alcohol use,
- Say Something
- Bring awareness to the importance of recognizing warning signs of someone at risk of self-harm and to grow a community of upstanders who advocate for each other.
- Internet and phone safety- social media
- They are teaching students to be aware of potential threats and dangers associated with online activity.
- Students are also educated on the importance of notifying an adult.
- The Month of the Military Child
- Military-connected students are celebrated and recognized for their sacrifice and bravery on the home front.

For on-campus student engagement recognitions, we implement Badger Coins, a student reward program in which students are rewarded for good behavior and have the opportunity to shop for items in our school store. We have counselors regularly visit with students to ensure they work through difficulties students may experience throughout the year.

Family and Community Involvement Summary:

Lampasas Middle School offers various activities for parents and community involvement, such as Family ELL night, Science, History, and Literary Fair, end-of-the-year art show, Distinguished Scholar awards, National Junior Honor Society induction, and Awards night in May. Families and community members are engaged in school decisions through participation in campus and district site-based committees, online surveys, and monthly school board meetings.
The LMS offers various services to help families, community members, and students in fostering healthy family relationships. These services include Minnow Camps for incoming 6th graders and their parents, Scott and White Wellness and Sexual Health programs, and bullying presentations conducted by LMS counselors and the LMS School Resource Officer.
Lampasas Middle School places a strong emphasis on supporting military students and their families. Twenty-one percent of our school's population consists of military-connected students. LMS provides professional development to staff through the Military Child Education Coalition's "Serving Military-Connected Students" program to ensure that the staff understands the complexities of our military-connected students, their families, and the many responsibilities and implications of military service. Additionally, LMS is a part of the Fort Cavazos' Adopt-A-School program. The 15th Military Intelligence Battalion provides military resources and services to support the overall growth of children on our campus, including intellectual, emotional, social, and physical development. The efforts to support the military population at LMS resulted in the campus being awarded a Purple Star. Lampasas Middle School was 1 of 150 schools in Texas to receive this honor.

We establish strong partnerships with local businesses in the community to encourage and reward students for their academic success. Some of the businesses involved are STORMS, Subway, McDonald's, Sonic, Hoffpauir Chevrolet, Benny Boyd Motor Company, Putters and Gutters, and others. These rewards motivate students to continue to work hard in school. In a district our size, we feel very fortunate to have these partnerships and continue to look for other ways to support our students and families.

Perceptions Strengths

- Anti-bullying policies and kindness initiatives in place
- Many extracurricular activities (Band, sports, cheer, spirit club, radio club, robotics, academic UIL, One Act Play, etc.)
- Start With Hello- a week-long initiative to broaden students' relationships on campus.
- Educate students on social-emotional well-being and the importance of speaking to an adult.
- T-Chat is offered through the nurse's offices, providing students with free sessions with a licensed
- We are celebrating our military students and their sacrifice to our country.
- Many tutoring & mentoring procedures are in place to help those struggling (RTI, tutorials before & after school, Prime Time tutorials, pull-out intervention,STAARtutorials, mentoring teachers, etc.)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The demand for mental health resources and social-emotional support for students has increased. **Root Cause:** Student success is closely linked to their social-emotional well-being and mental health. Students experiencing personal hardships may struggle with academic progress.

Priority Problem Statements

Problem Statement 1: Special populations in 8th-grade Science fell below the state average in Approaches and Meets.

Root Cause 1: Intervention primarily focuses on Math and Reading due to state requirements.

Problem Statement 1 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 17, 2024

Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

Performance Objective 1: By Spring 2025, students will meet or exceed state average on STAAR tests.

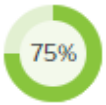
High Priority

Evaluation Data Sources: All students and each special population will exceed the state average on the STAAR tests, and meet ARD expectations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Common assessments will be given through Eduphoria Aware each nine weeks to evaluate student progress, target weaknesses and ensure instruction. **Strategy's Expected Result/Impact:** Identify student success and determine what drives lesson plans for the next nine weeks based on student performance on the Common Assessments in each core subject. **Staff Responsible for Monitoring:** Teachers; Principal; Asst. Principals; Curriculum Specialist **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Core teachers will incorporate the TEKS Resource System to the level of the Instructional Focus Document. **Strategy's Expected Result/Impact:** Utilizing the TEKS Resource System and Lead4ward Field Guides will drive Lesson Plans; highlight areas of need through Staff Development; Walk-thrus and Appraisals **Staff Responsible for Monitoring:** Teachers; Principal; Asst. Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identified students will receive academic support in math and reading from campus interventionists, RTI (Activate), and enrichment. **Strategy's Expected Result/Impact:** Students receiving additional support outside of the core classes will show improvement on Common Assessments, Benchmarks, and STAAR Assessments. **Staff Responsible for Monitoring:** Interventionist **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The Middle School will implement interventions for STAAR reading and math. **Strategy's Expected Result/Impact:** Students receiving additional support through intervention and RTI will show improvement on STAAR Results, Benchmarks, and Common Assessments. **Staff Responsible for Monitoring:** Principals; Teachers; Counselors; Asst. Principals; Interventionist; **Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Based on prior year data, we will work to increase the production of all student groups, but emphasize improving the performance of: -Sped students in math, reading, and writing -Emergent Bilingual & economically disadvantaged students in math and reading The Campus Instructional Specialist will train core-subject teachers, our ESL facilitator and SPED teachers on specific research-based academic strategies. **Strategy's Expected Result/Impact:** Teachers will become more familiar with efficient ways to pull data to quickly differentiate for student growth in the classroom. **Staff Responsible for Monitoring:** Principal; Instructional Specialist **Targeted Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: LMS will employ one campus librarian and one library assistant (FTE) in order to support student reading growth, promote accelerated reading instruction, promote our district reading initiative, and support teachers and students to achieve select reading goals. **Strategy's Expected Result/Impact:** We expect to increase student reading improvement through book fairs, encouraging student library use during the school day, monitoring student reading performances, and updating library selections, etc., by the analysis from data gathered from the Common Assessments, Lone Star Book Club, Benchmarks, reports detailing number/type of books being checked out, and STAAR assessment. **Staff Responsible for Monitoring:** Principal; Instructional Specialist; **Funding Sources:** - 199 - General Fund - Library 99 Undistributed - $110,299	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Lampasas Middle School will employ teachers and support personnel to provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year in order to produce student graduates and successful citizens. **Strategy's Expected Result/Impact:** State Assessments, Common Assessments, Benchmark Assessments, Social / Emotional Lessons and Flocabulary. **Staff Responsible for Monitoring:** Principals; Teachers; Special Education Teachers; ESL Facilitators **Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - Basic Education 11 - $3,113,767, - 199 - General Fund - Instruction 99 Undistributed - $13,009	75%			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Using Federally allocated Title IV funds for the 2024-2025 school year, the campus will partially fund one Instructional Specialist. This Instructional Specialist will provide teachers with training and support in the areas of: effective classroom teaching strategies, curriculum alignment, and instructional technology. **Strategy's Expected Result/Impact:** Eduphoria workshop documentation of trainings, teacher surveys, increased state assessment results **Staff Responsible for Monitoring:** Asst. Superintendent, Director of Finance, Principals **Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - Staff Development 99 Undistri - $13,340	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

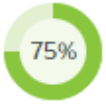
Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

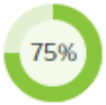
Performance Objective 2: Interventions will be provided to all at-risk students.

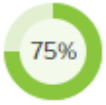
Evaluation Data Sources: The TAPR will indicate sub-population gaps are narrowing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interventions will be offered during school throughout the school year. **Strategy's Expected Result/Impact:** Through tutorials we hope to provide students an opportunity to grow and gain a better understanding of the concepts taught in class. **Staff Responsible for Monitoring:** Teachers, Principal, Asst. Principals, Interventionist; interventionist **Targeted Support Strategy**				

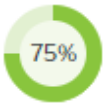
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students who do not pass the STAAR test or identified as at-risk will be assisted by an interventionist and will receive additional support mastering concepts in core classes. **Strategy's Expected Result/Impact:** Targeted students will show improvement in the areas of weakness based on data collection (Eduphoria Aware and Edgenuity) and progress monitoring in the intervention classes. **Staff Responsible for Monitoring:** Principals; Asst. Principals; Teachers; Interventionist **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be identified as at-risk using the State Compensatory Education criteria and be given specific tutoring and response to intervention activities to address areas of weaknesses to support academic success. **Strategy's Expected Result/Impact:** After identifying students that are at-risk, we hope to provide each student with multiple opportunities to grow in academics throughout the year. Utilizing these programs: PEIMS; TAPR; STAAR **Staff Responsible for Monitoring:** Counselors; Principals; Teachers; and Interventionist; Asst. Supt. **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Homeless students' needs will be met by providing support and assistance so that each student can be academically successful. **Strategy's Expected Result/Impact:** Students will improve on academic success, and also feel that LMS is a safe place for them to come during the school days. We will monitor through: PEIMS; McKinney Vento Surveys; Observations. **Staff Responsible for Monitoring:** Homeless Liaison; Principals; Teachers; Counselors; Office Staff **Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Special population students including Special Education and Section 504 students will be monitored and will be provided with intervention activities when needed to ensure academic success through the IXL intervention program. **Strategy's Expected Result/Impact:** Students in each population will have the opportunity to improve on assessments across the board and work to improve overall understanding of the concepts taught in the classroom. **Staff Responsible for Monitoring:** Principals; Teachers; Interventionist; Sp.Ed. Teachers; Asst. Supt. **Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - SPED Allotment 23/33 - $727,612				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Co-Teachers will work with students on a daily basis in all STAAR tested grade level subjects. **Strategy's Expected Result/Impact:** Co-Teachers will provide students will additional opportunities to obtain understanding in a small group outside of the classroom. **Staff Responsible for Monitoring:** Principal, Special Ed teachers, Teachers **Targeted Support Strategy** **Funding Sources:** - 224 - IDEA B, Formula SPED - $107,786				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Special education, ELL, and economically disadvantaged students will receive intensive effective interventions to address their individual needs in reading and math. **Strategy's Expected Result/Impact:** Provide students in the identified groups additional support to help them grow throughout the classroom and on the STAAR assessment. **Staff Responsible for Monitoring:** Principal, interventionists, teachers **Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - Bilingual/ESL Allotment 25 - $2,390				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: All core teachers were provided an opportunity to meet during summer professional development 2024 to focus on YAG and common assessment alignment for the new year. **Strategy's Expected Result/Impact:** Campus teachers are all working towards a common goal in the classroom and focusing on the growth of students. **Staff Responsible for Monitoring:** Principal, interventionists, teachers				

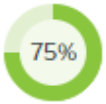
Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: All LMS staff have been trained in research based strategies in the design delivery of engaging lessons at a high level of rigor. **Strategy's Expected Result/Impact:** Teachers are incorporating these strategies in the classroom to provide students with the highest education possible. **Staff Responsible for Monitoring:** Principal, interventionists, teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Work with the ESC region 12 in the implementation of the seven areas of focus in regards to Migrant students: 1) Identification and Recruitment 2) Parental involvement (Parent certificate) 3) Migrant Services Coordination 4) Services Provided 5) Form (English/Spanish) 6) Monitoring (Programs & Retention) 7) Intervention Strategies *Priority of Services Action Plan **Strategy's Expected Result/Impact:** Annual Performance Report; Migrant Application/Form Required **Staff Responsible for Monitoring:** Counselor; PEIMS clerk; Principal: ESC XII				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: LMS will offer educational support, intensive, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. **Strategy's Expected Result/Impact:** Surveys; Observations; Test Results **Staff Responsible for Monitoring:** Principal; Teachers; Instructional Specialist **Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - SCE Allotment 24/28/30 - $293,824				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Special population students including Dyslexic students will be monitored and will be provided with intervention activities when needed to insure academic success through the IXL intervention program. **Strategy's Expected Result/Impact:** Students in each population will have the opportunity to improve on assessments across the board and work to improve overall understanding of the concepts taught in the classroom. **Staff Responsible for Monitoring:** Principals; Teachers; Interventionist; Dyslexia Facilitator; Asst. Supt. **Funding Sources:** - 199 - General Fund - Dyslexia Allotment 37/43 - $61,727				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Students with behavior plans will be monitored and supported by Positive Intervention Classroom (PIC) staff members. **Strategy's Expected Result/Impact:** Students will learn appropriate coping skills to increase their time in the general education classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PIC Teacher and PIC Paraprofessionals. **Funding Sources:** - 199 - General Fund - SPED Allotment 23/33 - $301,970				

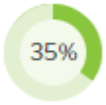
Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Students assigned to DAEP will receive academic support that is equitable to students on campus. Students will receive assignments from teachers through the learning management systems (Google). DAEP staff will monitor work on a daily basis. Home campus teachers will also consistently come to the DAEP to offer academic support. **Strategy's Expected Result/Impact:** Students will maintain personal growth standards. **Staff Responsible for Monitoring:** Principals; Teachers; Interventionist; Counselors; DAEP Staff; Asst. Supt. **Targeted Support Strategy**				

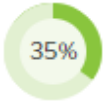
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Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 1: By Spring 2025, the percentage of students meeting at Masters Level will meet or exceed state average on the STAAR tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Integrate higher-level thinking and problem-solving skills into the instruction of all classes. **Strategy's Expected Result/Impact:** Utilizing the TEKS Resource System Timeline; Lesson Plans; Teacher-Made Tests; Benchmark Tests; TAPR and Lead4ward resources students will be provided more opportunity to think critically in the classroom, which will in turn create positive habits for student thinking outside the classroom. **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Teachers, **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the use of technology and higher level questioning at all grade levels. **Strategy's Expected Result/Impact:** Strengthen positive Walk-thru results; Common Assessments scores; Benchmark Test scores; and provide students the opportunity to utilize technology as a resource to ease learning in the classroom. **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Teachers; Curriculum Specialist;				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: LMS will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies **Strategy's Expected Result/Impact:** Increased Meets and Masters scores on STAAR assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal ,GT Coordinator, and Classroom Teachers **Funding Sources:** - 199 - General Fund - GT Allotment 21 - $20,983				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 2: All students will be prepared for 'real world' entry after graduation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Career opportunities and occupational information will be included in the regular curriculum with emphasis in vocational classes; in all classes there will be an emphasis on how the subject matter relates to occupations and use in real life. Additionally, students will receive instruction during their 8th grade year to assist with planning and development of a graduation and career plan. **Strategy's Expected Result/Impact:** Provide students with an opportunity to become aware of the possibilities they have after graduating from high school. **Staff Responsible for Monitoring:** Principals; Counselors, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Classes will be offered in the area of career and technology/vocational education so that students will be prepared for post-secondary schooling and/or meaningful employment. **Strategy's Expected Result/Impact:** Allow students to gain knowledge in the selected elective of choice that leads their focus towards a plan for the future. **Staff Responsible for Monitoring:** Teachers; Principal;				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: "Spotlight on Success" - Multiple students will be highlighted each nine weeks with a poster sized picture in the hall. **Strategy's Expected Result/Impact:** Highlight positive student participation on the campus and allow for feedback from students and community members. **Staff Responsible for Monitoring:** Principal **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A CTE Special Populations Transition Coordinator will be partially funded in order to support students in their preparation and planning for life after high school. **Staff Responsible for Monitoring:** Assistant Superintendent, CTE Director, Principal, Special Education Director **Funding Sources:** - 244 - Perkins, Career and Technical - $10,196				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Support will be provided in the area of career and technology preparation so that students will have an understanding of post-secondary schooling and/or meaningful employment. **Strategy's Expected Result/Impact:** Long term goal - Lampasas High School: Increase in industry-recognized certifications, increase in internships and apprenticeship participation. **Staff Responsible for Monitoring:** Assistant Superintendent, High School CTE Director; Teachers; Principal **Funding Sources:** - 199 - General Fund - CTE Allotment 22 - $201,273				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 3: All curriculum guides will be aligned to state content and performance standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All classroom teachers will update lesson plans weekly and utilize their individual websites as constant communication with parents or guardians. **Strategy's Expected Result/Impact:** This strategy will allow for communication with students and parents on what is happening in specific classrooms all around the campus. **Staff Responsible for Monitoring:** Principals; Asst.Principals; Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will access the TEKS Resource System online and use the timeline (YAG) template and Instructional Focus Documents (IFDs) to impact instruction. **Strategy's Expected Result/Impact:** Teachers will have an outlined lesson expectations that shows what will be taught at specific times in the classroom for quick communication to their appraiser. **Staff Responsible for Monitoring:** Asst. Supt.; Instructional Technologist; Principal; Asst. Principal; Teachers; Technology				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Core teachers will have access to the Lead4ward field guides for a more in depth focus on "hot spots" identified on the STAAR assessments, common assessments, or Benchmark assessments. **Strategy's Expected Result/Impact:** Provide teachers multiple resources to address "hot spots" in the classroom that will drive instruction to increase student understanding throughout the year. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Specialist				

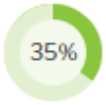
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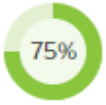
Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 4: LISD will provide all personnel with staff development in identified areas of need.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff development targeting at-risk students (including ESL and Special Ed students) for instructional strategies to improve understanding of concepts and subject matter. **Strategy's Expected Result/Impact:** Equip teachers with the tools they need to encourage student growth in the classroom. **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Sp. Ed. Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Honors Teachers will be GT certified and trained in strategies. **Strategy's Expected Result/Impact:** Prepare teachers for meeting the needs of the different classes to be taught during the school year. (Honors, Regular Ed, Co-Teach) **Staff Responsible for Monitoring:** Principals; Asst. Supt.; Asst. Principals; GT Facilitator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will attend a minimum of 4 additional trainings during the 2024-2025 school year. **Strategy's Expected Result/Impact:** Provide campus teachers an opportunity to learn and grow in their career. This will in turn provide students a great opportunity to improve and grow in classroom content. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: ELAR teachers and interventionists are ESL Certified. **Strategy's Expected Result/Impact:** To verify campus trends related to research based teaching strategies in the classroom. **Staff Responsible for Monitoring:** Principal				

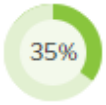
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All staff will attend STAAR Training and special emphasis will be placed on oral administration procedures for special education students. **Strategy's Expected Result/Impact:** Educate teaching staff on practices expected from the state to provide ease during testing week. **Staff Responsible for Monitoring:** Principal and counselor in charge of campus testing.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 5: All student populations will be provided career awareness opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will provide counseling and offer up-to-date information relating to various careers **Strategy's Expected Result/Impact:** Keep students informed and in the know of how to better further their careers as they transition in to high school. **Staff Responsible for Monitoring:** Principals; Counselors; Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be assisted in planning for an appropriate high school graduation path. **Strategy's Expected Result/Impact:** Provide opportunities to prepare a career path outside of high school. **Staff Responsible for Monitoring:** Principal, Counselors, Campus Instructional Technologists				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum to allow students to reach their full educational potential.

Performance Objective 6: LMS will participate in programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students grades 6-8 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. **Strategy's Expected Result/Impact:** Instill positive habits to create an active lifestyle. **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students in grades 6-8 will have a physical fitness assessment conducted at least once a year. **Strategy's Expected Result/Impact:** Identify areas of growth in students and help physical education coaches prepare for the next year. **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Teachers; Nurses				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: LMS will develop and maintain a Coordinated School Health program for students grades 6-8 that targets programs related to safety, wellness, increasing physical activity, encourages healthy eating, and decreasing child obesity rates. **Strategy's Expected Result/Impact:** Educate students on the importance of health care and physical fitness to create positive habits across the campus. **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Teachers; PE Teachers; Campus Nurse; Counselors; School Psychologist; Cafeteria Workers; Ancillary Staff; Parents/Community Members				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: LMS will provide students with a variety of athletic and extracurricular activities throughout their educational career. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to participate in athletic, academic, and extracurricular events in order to afford them a positive, well-rounded educational experience at LMS. **Staff Responsible for Monitoring:** Principal, Athletic Director, Band Director, UIL Coordinators, Teachers, and Coaches **Funding Sources:** - 199 - General Fund - Extracurricular 99 Undistribu - $65,806, - 199 - General Fund - Athletics Extracurricular 91 - $308,657	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: All student populations will maintain 96% attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategies for improvement of student attendance will be provided at each campus: 1) Announcements, parent/student academies, website, conferences; incentives; recognition. 2) Phone calls to parents by administration, teacher, S.R.O and campus attendance officer for excessive absences; home visits by campus attendance officer. 3) Improved tracking of "leavers" by implementing a methodical sequences process of checks and balances to assure correct leaver code is assigned by staff person(s), weekly/monthly PEIMS reports, new PEIMS handbook, Leaver Manual; legal filings for chronic absenteeism. **Strategy's Expected Result/Impact:** Nine Weeks and Semester attendance; Incremental PEIMS Reports, Contact Logs, PEIMS attendance handbook, We can work to increase the attendance of our students through the implementation of each of these strategies. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; PEIMS Personnel; Attendance Clerks, S.R.O. Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: All personnel will be provided required staff development in identified areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff development training for staff regarding anti bully, abuse, harassment,dating violence, and suicide prevention. **Strategy's Expected Result/Impact:** Create awareness of issues or trends that are a hot topic in the current year. **Staff Responsible for Monitoring:** Counselors, principal; Asst. Supt.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments **Strategy's Expected Result/Impact:** Provide a sense of safety across the campus for all staff, students, and employees. **Staff Responsible for Monitoring:** Superintendent; CFO; SRO; Asst. Supt.; Principals; Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: LMS will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations. **Strategy's Expected Result/Impact:** Allow staff and students to be prepared in case of an emergency. **Staff Responsible for Monitoring:** Principal; Asst. Principal; SRO				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All required staff members will receive training in C.P.R. **Strategy's Expected Result/Impact:** Prepare staff for situations that might arise throughout the school year.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All staff will receive required health training. Teachers and staff will comply with local guidelines and health authorities with regard to student learning, student activities, and interaction with students, parents, and colleagues. **Strategy's Expected Result/Impact:** Illness will be minimized in LISD due to safe practices and guidelines. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Campus Nurse				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 3: In 2024-2025 a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

Evaluation Data Sources: A comprehensive safety plan is in place

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Project Wisdom - Character Education Program - A daily announcement will be made which includes information on making good choices, positive role models etc. **Strategy's Expected Result/Impact:** Attendance will meet or exceed 96%, disciplinary referrals **Staff Responsible for Monitoring:** Principal, Counselors, Asst. Principal	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will continue to support a Safe and Drug-Free School by providing successful drug education training for all students grades 6-8. (Red Ribbon Week) **Strategy's Expected Result/Impact:** Raise awareness among students through training and promote Drug Free with the red ribbon week. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; Counselors; Asst. Superintendent	100%	100%	100%	

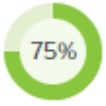
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Drug Testing and Drug Dog Program will be utilized on a random basis in order to reduce the number of drug-related incidences. **Strategy's Expected Result/Impact:** Discipline Reports; Report/Drug Testing and Dog Visit; Surveys Students will have knowledge of these tests and will decrease the use or potential use of drugs throughout the school year. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; Counselors; Drug Testing and Drug Dog Company	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Anti-bullying orientation and procedures explained to students. **Strategy's Expected Result/Impact:** Surveys; Observations; Bully referrals Create an awareness and provide students an opportunity to understand the severeness of the consequences on campus. **Staff Responsible for Monitoring:** Counselors; principal	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people. (Security cameras, Raptor System) **Strategy's Expected Result/Impact:** Observations; Surveys Utilizing this strategy, we hope to deter any negative issues that could arise without the presence of adults throughout out the hallways and with the use of our camera system. **Staff Responsible for Monitoring:** Superintendent; CFO, SRO, Asst. Supt.; Principals; Teachers **Funding Sources:** - 199 - General Fund - Security & Monitoring 99 Undi - $9,565				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: LMS will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning. **Strategy's Expected Result/Impact:** Ensure safety across the campus. **Staff Responsible for Monitoring:** Superintendent; CFO; Asst. Supt.; Principals; Asst. Principals; Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The campus will work to create a positive campus environment that will instill school pride and school spirit in all students **Strategy's Expected Result/Impact:** Surveys We expect to increase positive moral among teachers, staff members, and students which will in turn create a safe place where students want to come to obtain their education. Less absences will result in a high growth in test scores and understanding of classroom content. **Staff Responsible for Monitoring:** Principal; Asst. Principals; Teachers; Para-Professionals				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: LMS will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, harassment, bullying, abuse, dating violence, or suicide in school, on school grounds, and in school vehicles. **Strategy's Expected Result/Impact:** Provide staff with consistency in the discipline program on campus. **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; Behavior Specialists; Counselor				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Safety drills will be practiced throughout the year. These include: fire evacuation lock-down severe weather Safety scenarios will be discussed and reviewed during departmental meetings throughout the school year. **Strategy's Expected Result/Impact:** Safety reports and administrative team review meetings. Prepare students and staff for any safety issues that could arise throughout the year. **Staff Responsible for Monitoring:** Principal; Asst. Principals; Teachers; Counselors, and Office Staff				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: School Counselors will be utilized at LMS to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel. This will include weekly visits for social-emotion support to students assigned to DAEP. **Strategy's Expected Result/Impact:** Counseling Log, Student Surveys, Discipline Reports **Staff Responsible for Monitoring:** Counselors and Principal **Funding Sources:** - 199 - General Fund - Guidance & Counseling 99 Undi - $266,951				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: School nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum. **Strategy's Expected Result/Impact:** Campus Nurse/Student health and wellness will continue to be a priority for all students and staff members on the campus. **Staff Responsible for Monitoring:** Assistant Superintendent; Principals; Director of School Health; Campus Nurses Student health and wellness will continue to be a priority for all students and staff members on all campuses **Funding Sources:** - 199 - General Fund - Health Services 99 Undistribu - $52,522				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: LMS will be staffed by School Resource Officer from the Lampasas Police Department. **Strategy's Expected Result/Impact:** Campus safety will be increased. This will be documented through observations as well as noting reductions in the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report. **Staff Responsible for Monitoring:** LPD and principal				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Students returning to campus from DAEP will be provided with a transition plan. A campus administrator will meet with students within 5 days of their return to campus to review and discuss the supports included in the plan. **Strategy's Expected Result/Impact:** Student assimilation back into the campus and provides support for students. **Staff Responsible for Monitoring:** Principals; Counselors; Teachers	100%	100%	100%	

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Lampasas ISD will recruit, develop and retain qualified and highly effective personnel.

Performance Objective 1: Ensure that 100% of certified staff in LISD meet professional standards and demonstrate professional competence and skills to assist all students in meeting or exceeding academic expectations.

Evaluation Data Sources: Staff development and training sessions will be implemented to ensure all professional staff members are certified and meet "highly qualified".

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will assist teachers not currently highly qualified to meet the highly qualified requirements by the end of the school year 2024-2025. Attract, hire, and retain highly qualified teachers. **Strategy's Expected Result/Impact:** TExES Results; Student STAAR; HQ Report of NCLB Provide the most effective learning environment for students at LMS. **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Human Resources Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The percentage of teachers receiving high-quality professional development on each campus will meet 100% by end of 2024-2025. **Strategy's Expected Result/Impact:** Surveys; Student STAAR; HQ Report to NCLB; Observations; CScope Timeline Allow for teachers to be proficient in their content area to increase understanding for all students. **Staff Responsible for Monitoring:** Asst. Supt.; Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses will meet 100% by end of 2024-2025. **Strategy's Expected Result/Impact:** TExES Results; Student Schedules; Student STAAR; HQ Report of NCLB **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Human Resources Department				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers. **Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; HQ Report to NCLB; Observations **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Human Resources Department **Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: LMS will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD school culture. **Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; HQ Report to NCLB; Observations; CScope Timelines Provide support for all teachers on campus. **Staff Responsible for Monitoring:** Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Principals and Assistant Principals will be utilized to provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. In addition, all campus administrators will complete Eduphoria walk-throughs in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline. **Strategy's Expected Result/Impact:** Eduphoria Walk-through data **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals **Funding Sources:** - 199 - General Fund - School Leadership 99 Undistri - $521,592				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 1: Develop and utilize a variety of strategies to ensure communication with all parents and community members regarding school news/information, student achievement, meetings, and training sessions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: At the beginning of the school year, a Meet the Teacher night will be held for all parents at all campuses. **Strategy's Expected Result/Impact:** Documents; Surveys; Observations; Attendance Sheets Allow student, parent, and teacher communication from the beginning and provide students an opportunity to become familiar with their classroom schedule. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; Asst. Supt.; Counselors	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To provide interaction and involvement of all stakeholders, the district and each campus will involve parents and the community in the site based committee. **Strategy's Expected Result/Impact:** Sign-in Sheets; Observation; Documentation; CIPs and DIP **Staff Responsible for Monitoring:** Principals; Asst. Principals; Teachers; Counselors; Asst. Supt.	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The District will provide a website where parents can access their child's grades, attendance, etc. **Strategy's Expected Result/Impact:** Number that sign up at school or Technology Dept. Allow for constant parent communication. **Staff Responsible for Monitoring:** Principal; Asst. Principals; Teachers; Technology Dept.	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Prior to the upcoming school year, a camp will be scheduled for incoming 6th grade students. A tour and activities will provide students an opportunity to be introduced to the middle school staff and campus. **Strategy's Expected Result/Impact:** Observations; Attendance Sheets Allow for a positive transition of elementary students into middle school. **Staff Responsible for Monitoring:** Principal; Instructional Specialist; Asst. Principals; Teachers; Counselors;	100%	100%	100%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 2: Offer training to all LISD families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Opportunities for parent training will take place throughout the year: 1. Site-Based meetings 2. Honors Information 3. Family Nights (including ESL, Awards, etc.) 4. Athletic Parent Meetings	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 3: Maintain open communication between LISD and local governmental agencies who serve as support/resources for individual student needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through district participation in the Community Resources Coordination Groups (CRCG), LMS will maintain open communication with local governmental agencies. **Strategy's Expected Result/Impact:** Communication between district and local government agencies **Staff Responsible for Monitoring:** Principal, Counselor, District personnel	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act. **Strategy's Expected Result/Impact:** McKinney-Vento Student Residency Questionnaire **Staff Responsible for Monitoring:** Asst. Superintendent; Counselors; Campus PEIMS clerks	50%			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, and staff development.

Performance Objective 1: All core teachers will integrate the National Educational Technology Standards for Students (NETS-S) into instruction with 6-8 teachers integrating Texas Technology Application TEKS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will strengthen integration of technology in the delivery of instruction and in student use of technology in learning activities. (Smart Interactive Whiteboard, and Chromebooks. **Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Test; AEIS; TAKS; Eduphoria Reports; Surveys **Staff Responsible for Monitoring:** Asst. Supt.; Principals; Asst. Principals; Teachers; Instructional Technologist	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers have been issued a Chromebook. Additionally, all classrooms have compatible projectors. **Strategy's Expected Result/Impact:** Keep teachers updated on the latest trends and provide for an opportunity to enhance student learning throughout the year. **Staff Responsible for Monitoring:** Principals; Asst. Principals; Teachers; Instructional Technologist	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All 6th-8th grade students will be issued a Chromebook for use at school and at home. **Strategy's Expected Result/Impact:** Provide students a tool to enhance their learning through out the year. **Staff Responsible for Monitoring:** Principals; Asst. Principals; Teachers; Instructional Technologist	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, and staff development.

Performance Objective 2: All teachers will attend meet the district expectation for professional development in the area of technology.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize instructional specialist to provide teachers and assistants with relevant technology training related to Chromebooks, SMART lessons and SMART software, laptop usage, and innovative technology lessons. **Strategy's Expected Result/Impact:** Observations; Teacher feedback and survey data; Data from Instructional Technologist Keep teachers up to date on current trends to enhance their curriculum in the classroom. **Staff Responsible for Monitoring:** Principal, Instructional Technologist, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Lampasas ISD will plan and use resources available to provide and maintain educational facilities.

Performance Objective 1: Develop and maintain long range facility plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas schools, as well as additional needed improvements for all LISD campuses. **Strategy's Expected Result/Impact:** Long-range plan review agendas **Staff Responsible for Monitoring:** Superintendent; Chief Financial Officer **Funding Sources:** - 199 - General Fund - Facilities Maintenance & Oper - $346,734	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: Lampasas ISD will plan and use resources available to provide and maintain educational facilities.

Performance Objective 2: All Lampasas ISD schools will offer students nutritionally balanced meals in accordance with standards set forth in state and federal law.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Child Nutrition Department will provide qualifying LISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law. **Funding Sources:** - 240 - Child Nutrition - $339,173				

 No Progress  Accomplished  Continue/Modify  Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Common assessments will be given through Eduphoria Aware each nine weeks to evaluate student progress, target weaknesses and ensure instruction.
1	1	3	Identified students will receive academic support in math and reading from campus interventionists, RTI (Activate), and enrichment.
1	1	4	The Middle School will implement interventions for STAAR reading and math.
1	1	5	Based on prior year data, we will work to increase the production of all student groups, but emphasize improving the performance of: -Sped students in math, reading, and writing -Emergent Bilingual & economically disadvantaged students in math and reading The Campus Instructional Specialist will train core-subject teachers, our ESL facilitator and SPED teachers on specific research-based academic strategies.
1	1	7	Lampasas Middle School will employ teachers and support personnel to provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year in order to produce student graduates and successful citizens.
1	1	8	Using Federally allocated Title IV funds for the 2024-2025 school year, the campus will partially fund one Instructional Specialist. This Instructional Specialist will provide teachers with training and support in the areas of: effective classroom teaching strategies, curriculum alignment, and instructional technology.
1	2	1	Interventions will be offered during school throughout the school year.
1	2	2	Students who do not pass the STAAR test or identified as at-risk will be assisted by an interventionist and will receive additional support mastering concepts in core classes.
1	2	3	Students will be identified as at-risk using the State Compensatory Education criteria and be given specific tutoring and response to intervention activities to address areas of weaknesses to support academic success.
1	2	4	Homeless students' needs will be met by providing support and assistance so that each student can be academically successful.
1	2	5	Special population students including Special Education and Section 504 students will be monitored and will be provided with intervention activities when needed to ensure academic success through the IXL intervention program.
1	2	6	Co-Teachers will work with students on a daily basis in all STAAR tested grade level subjects.
1	2	7	Special education, ELL, and economically disadvantaged students will receive intensive effective interventions to address their individual needs in reading and math.
1	2	11	LMS will offer educational support, intensive, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.
1	2	14	Students assigned to DAEP will receive academic support that is equitable to students on campus. Students will receive assignments from teachers through the learning management systems (Google). DAEP staff will monitor work on a daily basis. Home campus teachers will also consistently come to the DAEP to offer academic support.
2	1	1	Integrate higher-level thinking and problem-solving skills into the instruction of all classes.

Goal	Objective	Strategy	Description
2	2	3	"Spotlight on Success" - Multiple students will be highlighted each nine weeks with a poster sized picture in the hall.
4	1	4	Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.

State Compensatory

Budget for Lampasas Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.57
Brief Description of SCE Services and/or Programs

Personnel for Lampasas Middle School

Name	Position	FTE
Scott, Jennifer	Content Mastery	0.71
Smith, Shayna	Intervention/Content Mastery	0.86

Campus Funding Summary

199 - General Fund - Basic Education 11					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$3,113,767.00
				Sub-Total	$3,113,767.00
				Budgeted Fund Source Amount	$3,113,767.00
				+/- Difference	$0.00

199 - General Fund - GT Allotment 21					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$20,983.00
				Sub-Total	$20,983.00
				Budgeted Fund Source Amount	$20,983.00
				+/- Difference	$0.00

199 - General Fund - CTE Allotment 22					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5			$201,273.00
				Sub-Total	$201,273.00
				Budgeted Fund Source Amount	$201,273.00
				+/- Difference	$0.00

199 - General Fund - SPED Allotment 23/33					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$727,612.00
1	2	13			$301,970.00
				Sub-Total	$1,029,582.00
				Budgeted Fund Source Amount	$1,029,582.00
				+/- Difference	$0.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	11			$293,824.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$293,824.00
				Budgeted Fund Source Amount	$293,824.00
				+/- Difference	$0.00

199 - General Fund - Bilingual/ESL Allotment 25					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7			$2,390.00
				Sub-Total	$2,390.00
				Budgeted Fund Source Amount	$2,390.00
				+/- Difference	$0.00

199 - General Fund - Dyslexia Allotment 37/43					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	12			$61,727.00
				Sub-Total	$61,727.00
				Budgeted Fund Source Amount	$61,727.00
				+/- Difference	$0.00

199 - General Fund - Instruction 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$13,009.00
				Sub-Total	$13,009.00
				Budgeted Fund Source Amount	$13,009.00
				+/- Difference	$0.00

199 - General Fund - Library 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$110,299.00
				Sub-Total	$110,299.00
				Budgeted Fund Source Amount	$110,299.00
				+/- Difference	$0.00

199 - General Fund - Staff Development 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$13,340.00

199 - General Fund - Staff Development 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$13,340.00
				Budgeted Fund Source Amount	$13,340.00
				+/- Difference	$0.00

199 - General Fund - School Leadership 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	6			$521,592.00
				Sub-Total	$521,592.00
				Budgeted Fund Source Amount	$521,592.00
				+/- Difference	$0.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	10			$266,951.00
				Sub-Total	$266,951.00
				Budgeted Fund Source Amount	$266,951.00
				+/- Difference	$0.00

199 - General Fund - Health Services 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	11			$52,522.00
				Sub-Total	$52,522.00
				Budgeted Fund Source Amount	$52,522.00
				+/- Difference	$0.00

199 - General Fund - Extracurricular 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	4			$65,806.00
				Sub-Total	$65,806.00
				Budgeted Fund Source Amount	$65,806.00
				+/- Difference	$0.00

199 - General Fund - Athletics Extracurricular 91					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	4			$308,657.00

199 - General Fund - Athletics Extracurricular 91					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$308,657.00
				Budgeted Fund Source Amount	$308,657.00
				+/- Difference	$0.00

199 - General Fund - Facilities Maintenance & Oper					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$346,734.00
				Sub-Total	$346,734.00
				Budgeted Fund Source Amount	$346,734.00
				+/- Difference	$0.00

199 - General Fund - Security & Monitoring 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	5			$9,565.00
				Sub-Total	$9,565.00
				Budgeted Fund Source Amount	$9,565.00
				+/- Difference	$0.00

224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$107,786.00
				Sub-Total	$107,786.00
				Budgeted Fund Source Amount	$107,786.00
				+/- Difference	$0.00

240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	1			$339,173.00
				Sub-Total	$339,173.00
				Budgeted Fund Source Amount	$339,173.00
				+/- Difference	$0.00

244 - Perkins, Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	4			$10,196.00

244 - Perkins, Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$10,196.00
				Budgeted Fund Source Amount	$10,196.00
				+/- Difference	$0.00

282 - Elem & Sec School Emergency Relief-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$6,889,176.00
				Grand Total Spent	$6,889,176.00
				+/- Difference	$0.00