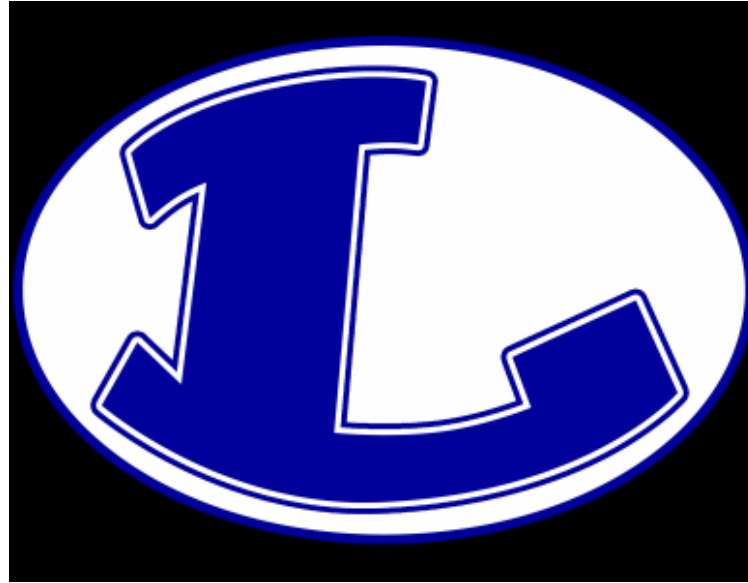


Lampasas Independent School District

District Improvement Plan

2025-2026



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 capacities.

Vision

The vision 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 capacities.

Value Statement

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.
2. Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.
3. Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.
4. Lampasas ISD will recruit, develop and retain qualified and highly effective personnel.
5. Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.
6. Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration.
7. Lampasas ISD will plan and use resources available to provide and maintain educational facilities.
8. Lampasas ISD will plan and use fiscal responsibility to meet the educational needs of the students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lampasas ISD covers over 600 square miles in four counties (Lampasas, Burnet, Coryell, and Bell). Approximately 3600 students are enrolled in LISD. The district has five campuses; three elementary campuses, a middle school, and a high school. The ethnic breakdown is as follows:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026		
African American	2.40%	2.40%	2.16%	2.13%	2.31%	3.9%		
Hispanic	27.00%	28.30%	29.27%	30.53%	30.60%	31.57%		
White	64.70%	62.30%	61.88%	60.30%	60.15%	56.34%		
American Indian	0.70%	0.50%	.38%	.34%	.31%	.35%		
Asian/ Pacific Islander	1.40%	1.20%	.67%	.59%	.65%	.71%		

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026		
Two or More Races	4.10%	5.40%	5.4%	5.47%	5.5%	6.3%		

25-26

District enrollment only increased 8 students compared to the first day of school in 24-25. Kline Whitis +2, Hanna Springs -11, Taylor Creek +59, Lampasas Middle School -36, and Lampasas High School -6. Total enrollment increased by 77 students between the first day of school and August 29, 2025.

24-25

The district enrollment showed an increase of 81 students compared to the first day of school in 23-24. All campuses, with the exception of Hanna Springs Elementary increased in enrollment. Total enrollment increased by 59 students between the first day to August 30, 2024. Total enrollment on this date was 3,625. Kline Whitis +5, Hanna Springs +8, Taylor Creek +14, LMS remained the same, and LHS +59 students as compared to the first day of school.

23-24

The district enrollment showed an increase of 61 students compared to the first day of school in 22-23. All campuses, with the exception of Taylor Creek Elementary increased in enrollment. Taylor Creek was initially down 19 students. As of September 1st, overall attendance had increased by 59 students. Total enrollment - 3544, Kline Whitis -1, Hanna Springs remained the same, Taylor Creek +15, LMS +29, and LHS +16.

22-23

The district enrollment showed a decrease of 30 students compared to the first day of school last year. However, by September overall attendance had increased by 152 students. Total enrollment - 3, 562, Kline Whitis +22, Hanna Springs + 35, Taylor Creek +9, LMS -10, and LHS +96 students.

21-22

The district enrollment was up for the first day of school for the 2021-2022 school year by 26 students (as compared to the previous year). Kline Whitis, Hanna Springs, and the middle school all showed increases in enrollment from the previous school year. Lampasas High School and Taylor Creek showed slight

decreases in enrollment. Previously, enrollment has fluctuated approximately 40 students from year to year. The district has continued to show slight increases in enrollment between campuses as the school year has progressed.

20-21

51.1% of the student were eligible for free/reduced meals during the '19-'20 year.

10.4% of the students were served through Special Education.

97 students are identified at English Language Learners (ELL) and 97 (3.0%) were served through ESL.

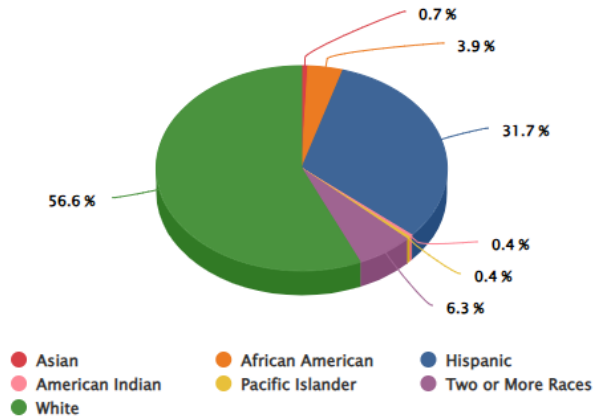
During the '19-'20 school year, 311 students (9.4%) were served in the GT program; as compared to the '18-'19 school year of 324 (9.6%)

353 (10.5%) of the students are served through Special Education services.

Demographics Strengths

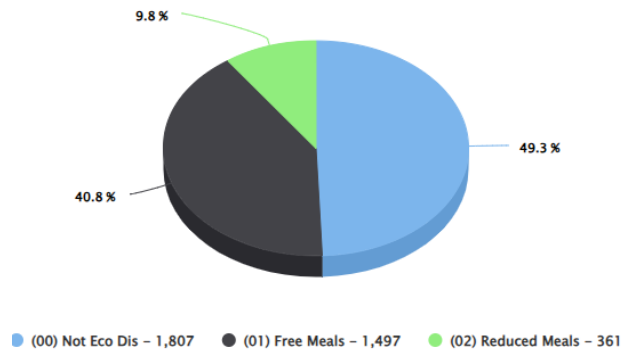
25-26 District Overview

Ethnic Distribution 2025-26



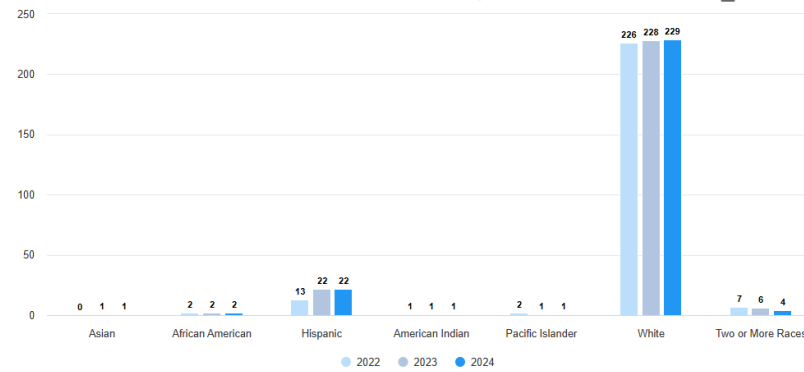
Economic Disadvantage 2025-26

Fall Enrollment: 3,665

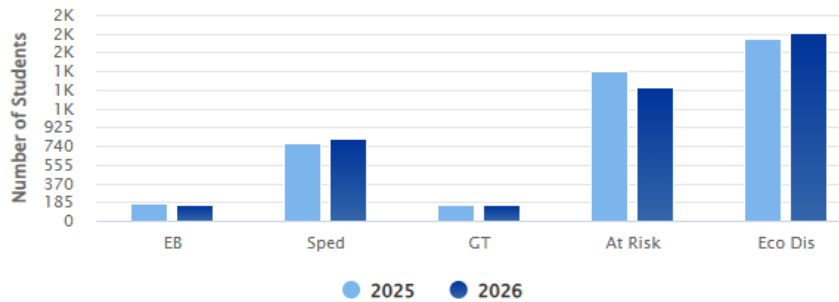


Teachers Ethnicity

Print/Download



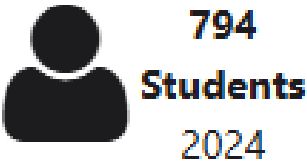
Student Special Populations for 2025-26



LHS



LMS



KWE



HSE

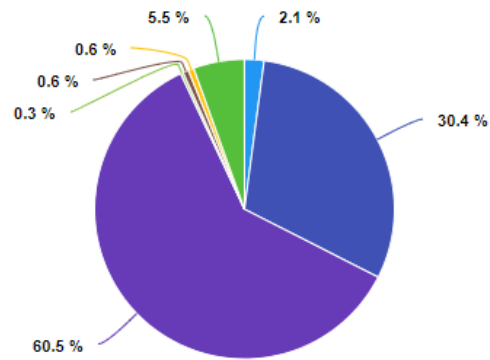


TCE

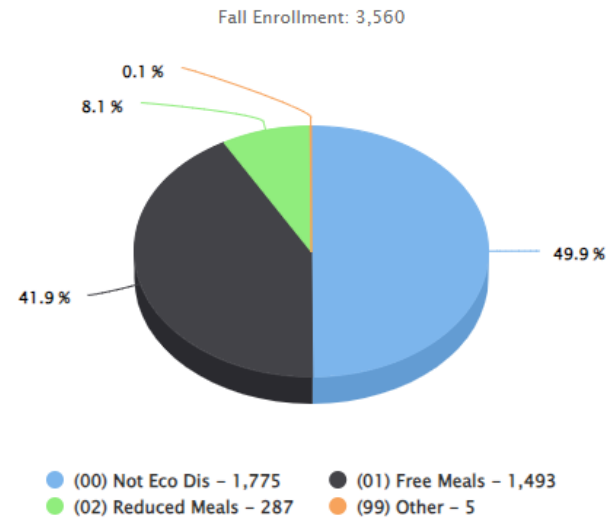
499
Students
 2024

24-25 District Overview

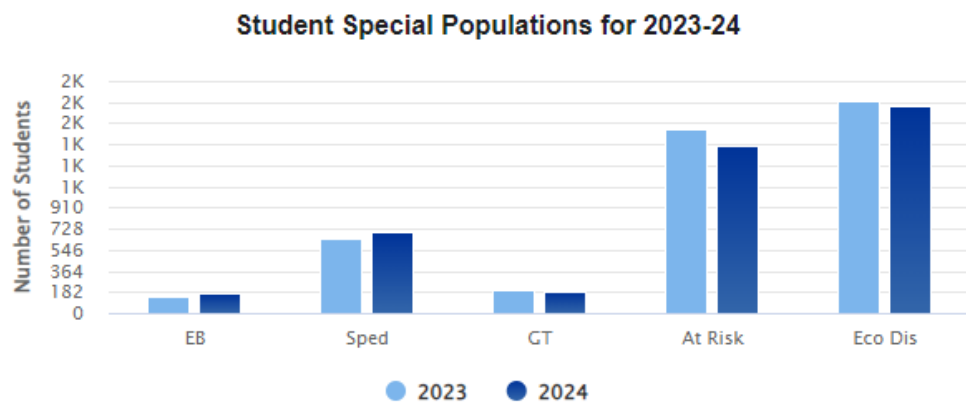
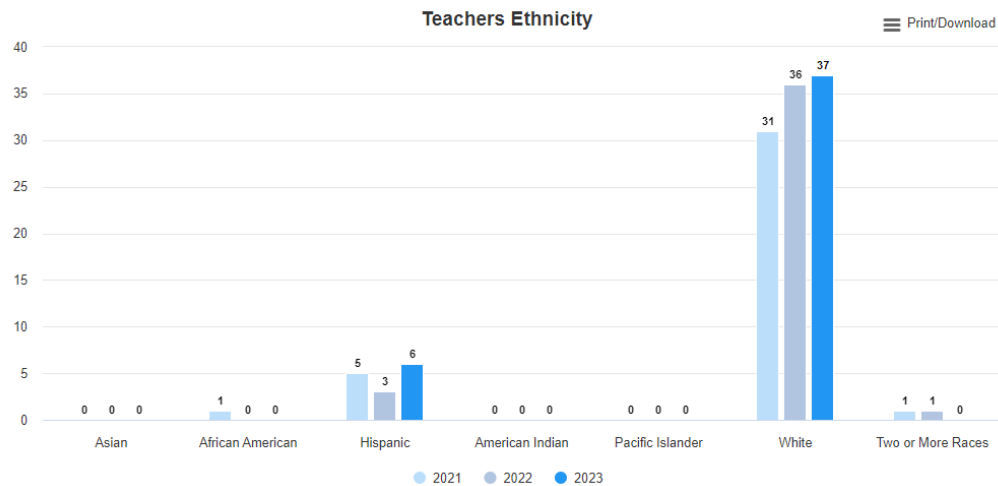
Ethnic Distribution 2023



Economic Disadvantage 2023-24



3,552
Students
 2023



LHS



LMS



KWE



HSE

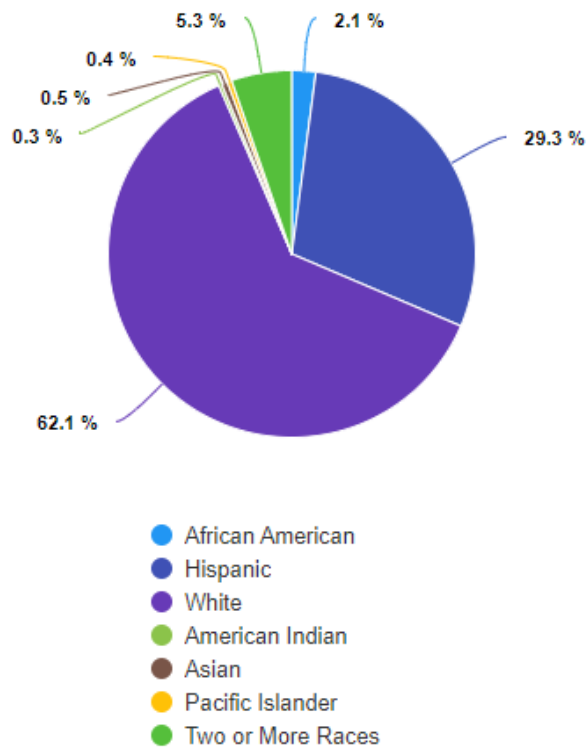


TCE



23-24 District Overview

Ethnic Distribution 2022



LHS



LMS



KWE



HSE



TCE



22-23

District demographics again remained fairly constant. The Hispanic student population increased overall by .96%, while the White student percentage decreased by .42%. The greatest campus change took place at Taylor Creek with Hispanic students increasing from 25% to 28%, while White students decreased from 62% to 58%.

21-22

Demographic statistics related to district ethnicity remained almost unchanged. Hispanic population increased by 1.3% while White student enrollment decreased by 1.4%.

20-21

Demographics between the three elementary campuses are relatively consistent. Ethnicity comparisons between the three are relatively close. Taylor Creek has the highest mobility rates at 19.2% while the other campuses range between 12.2% and 15.1%. The percent English Language Learners ranges from .9% at High School to 6.2% at Hanna Springs.

Demographics Needs

Approximately 40% of the students ride a bus to school. Many families live on the east side of the county and work and shop in Copperas Cove or Killeen and do not come to Lampasas for any reason other than involvement with their child's school. Hanna Springs, Middle School, and High School zones span all corners of the the district lines. Kline Whitis and Taylor Creek have the smallest zones. Taylor Creek is the fastest growing zone with more subdivisions planned for housing construction.

Taylor Creek has the highest percent of military parents at 24% and the highest mobility rate with 19.2%.

A need to increase attendance rates continues. The district attendance rate for 2015-2016 was 95.2%, a decrease from the previous year of 95.5%, as compared to the state average of 95.7% and 95.9% respectively. Attendance has impacted accountability distinction designations.

The economically disadvantaged, student with disabilities, and Hispanic continue to be the focus groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district completed a demographic study in 2024 - 2025. In 2025 -2026 an architectural firm was hired to provide guidance on future building needs and a bond election.

Root Cause: New subdivisions in the eastern part of the school district have led to an increase in district enrollment.

Student Achievement

Student Achievement Summary

2025 Update

On August 16, 2025 the 2025 Accountability Ratings were released.

Texas Education Agency

2025 Accountability Rating Overall Summary

LAMPASAS ISD (141901) - LAMPASAS COUNTY

✳ Confidential ✳

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	84	B	
Student Achievement	84	B	70%
School Progress	83	B	0%
Academic Growth	77	C	
Relative Performance (Eco Dis: 49.4%)	83	B	
Closing the Gaps	84	B	30%

Texas Education Agency
2025 A-F Accountability Listing
LAMPASAS ISD (141901) - LAMPASAS COUNTY
*** Confidential ***

								School Progress								Closing the Gaps		
								Overall		Student Achievement		Academic Growth		Relative Performance				
Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label
	LAMPASAS ISD				3,621	No	49.4%	B	84	B	84	C	77	B	83	B	84	
141901103	HANNA SPRINGS EL	Elementary	PK - 05	No	683	No	59.3%	B	82	C	75	B	83	C	75	C	78	
141901102	KLINE WHITIS EL	Elementary	EE - 05	No	444	No	47.1%	B	84	B	85	B	83	B	82	B	83	
141901105	TAYLOR CREEK EL	Elementary	PK - 05	No	554	No	54.3%	C	79	C	78	C	71	B	80	C	75	
141901041	LAMPASAS MIDDLE	Middle School	06 - 08	No	803	No	49.4%	B	84	B	81	B	81	B	80	A	90	
141901001	LAMPASAS H S	High School	09 - 12	No	1,137	No	42.0%	B	89	A	91	C	72	B	88	B	85	

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

2025

A Travis County judge has blocked the Texas Education Agency from releasing its ratings of the state's school districts and campuses for a second year in a row. A temporary restraining was ordered the same day several Texas school districts filed their second lawsuit over the state's changes to the metrics used to measure their performance. However local projections based on results are:

District Score - 83 - B

LHS - 89 - B

LMS - 81 - B

Kline Whitis - 81 - B

Hanna Springs - 84 - B

Taylor Creek - 88 - B

2024 Update

On August 16, 2025 the 2024 Accountability Ratings were released.

Texas Education Agency
2024 Accountability Rating Overall Summary
LAMPASAS ISD (141901) - LAMPASAS COUNTY

* Confidential *

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	83	B	
Student Achievement	84	B	70%
School Progress	83	B	0%
Academic Growth	75	C	
Relative Performance (Eco Dis: 50.2%)	83	B	
Closing the Gaps	82	B	30%

Texas Education Agency
2024 A-F Accountability Listing
LAMPASAS ISD (141901) - LAMPASAS COUNTY

* Confidential *

Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	School Progress								Closing the Gaps		Support Label
								Overall	Student Achievement	Academic Growth	Relative Performance					Rating	Score	
	LAMPASAS ISD				3,544	No	50.2%	B	83	B	84	C	75	B	83	B	82	
141901103	HANNA SPRINGS EL	Elementary	PK - 05	No	713	No	62.0%	B	85	C	74	B	83	C	75	B	88	
141901102	KLINE WHITIS EL	Elementary	EE - 05	No	438	No	50.9%	B	81	B	82	C	74	B	81	C	77	
141901105	TAYLOR CREEK EL	Elementary	PK - 05	No	499	No	52.9%	B	88	B	83	B	87	B	83	A	90	
141901041	LAMPASAS MIDDLE	Middle School	06 - 08	No	794	No	48.1%	B	81	B	83	C	75	B	82	C	77	
141901001	LAMPASAS H S	High School	09 - 12	No	1,100	No	42.5%	B	87	B	89	D	69	B	86	B	82	

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

2024

TEA announced a delay in the issuance of district and campus ratings to conduct further analyses of the growth data to determine cut scores in Domain 2a-Academic Growth, and Domain 3-Closing the Gaps. Local projections based on results and the current system are:

District Score - 84 - B

LHS - 91 - A

LMS - 82 - B

Kline Whitis - 86 - B

Hanna Springs - 71 - C

Taylor Creek - 79 - C

2023

Lampasas I.S.D. received an "A" letter grade for the 2021-2022 school year. The district's Domain I component score increased from a 47 to a 52. Campus specifics were as follows:

Kline Whitis - "A" - Earned distinctions in ELA, Postsecondary Readiness, and Closing the Gaps

Hanna Springs - "B" Earned a distinction in ELA

Taylor Creek- "A" - Earned distinctions in ELA, Postsecondary Readiness, and Academic Growth

LMS - "B" - Earned distinctions in ELA, Science, Social Studies, Academic Growth Postsecondary Readiness, and Closing the Gaps

LHS - "B" - Earned a distinction in ELA

2022

All districts in Texas once again received a label of "Not Rated" for the 2020 -2021 school. The district's Domain I component score of 47 equaled the score LISD received in 2019. This was accomplished amid the Covid shutdown and the challenges of implementing home learning. Domain 2 (Academic Growth) was not rated in 2020 - 2021 due to STAAR Tests not being administered in 2019 - 2020. Several areas of strength were noted by campuses in Domain 3. All LISD campuses did reflect some learning loss in state assessment results. However, multiple areas of improvement were also noted.

2021

Lampasas ISD received a label of "Not Rated" for the 2019-2020 school year due to the circumstances surrounding COVID-19. STAAR testing and End-of-Course Assessments were not administered. However, Lampasas ISD earned an 86 (Letter B) Overall District Score according to the new A-F Texas Accountability Rating System for 2019. This was a 7-point increase from the previous school year. Lampasas High School received distinction designations in 3 out of 7 areas. Hanna Springs Elementary also received distinction designations in 3 out of 7 areas.

As a whole, LISD continues to show growth and improvement in a numbers of key academic areas. Increased student growth and performance is due to a number of initiatives: expanded instructional technology including improved technology infrastructure, additional digital programs and devices and extensive training in effective use of instructional technology; intervention programs for our at-risk population on each campus; and, expanded staff training opportunities to include the Components of Highly Effective Instruction, increased support from Instructional Specialists, Designing and Delivery of Engaging Lessons, and campus-centered walk-through protocols.

Student Achievement Strengths

2025 - 2026

On August 16, the Texas Education Agency (TEA) officially released both the delayed 2024 and current 2025 A–F [accountability ratings](#). The release followed a lengthy legal battle, during which more than 120 school districts sued the state over changes to the accountability system’s grading formula. These school districts argued the updated metrics would unfairly lower scores while schools were still recovering from the pandemic’s disruptions. The court ultimately [dismissed the case in April 2025](#), paving the way for TEA to restore transparency to the system.

2025

Within Domain I - An analysis of Approaches, Meets, and Masters %'s, indicated our elementary campuses outperformed state averages in 14 of 21 areas. The middle school was above the state in 19 of 24 areas and the high school in 10 of 15.

2024

Within Domain I - An analysis of Approaches, Meets, and Masters %'s, indicated our elementary campuses outperformed state averages in 16 of 21 areas. The middle school was above the state in 19 of 24 areas and the high school in 13 of 15. After TEA releases final accountability ratings, a more detailed analysis of Domain 2 and 3 can be conducted.

2023

Within Domain I - An analysis of Approaches, Meets, and Masters %'s, indicated our elementary campuses outperformed state averages in 16 of 21 areas. The middle school was above the state in 20 of 24 areas and the high school in 9 of 15. Domain 2 - Academic Growth scale score increased from a 73 to an 89 between 2019 and 2022. Domain 3 - Closing the Gaps showed the district achieving 31 of 35 state targets.

2022

Within Domain 3 of the accountability system, the elementary campuses exceeded state targets in reading in 8 areas of Academic Achievement Status. The middle school campus exceeded state targets in 15 total areas (math and reading) and the high school exceeded in 25 targets within Domain 3. (math, reading, graduation rate, and CCMR) At the secondary level, Hispanic students exceeded the state reading target by 9% points in the Academic Achievement section of Domain 3.

2021

STAAR Achievement: LISD performed well on STAAR assessments administered in 2019 by scoring at or above state averages on 15 of 22 assessments.

Our district earned 6 distinctions, and was in the 2nd Quartile in 12 different areas. Several distinctions were missed by only a few percentage points.

CCMR: Our LISD College, Career, and Military Readiness Data (from the 17-18 school year) indicates that 64% of all LISD graduates were considered CCMR upon graduation. This number is up 19 percentage points from our previous data point in the '16-'17 school year. This data is based on TEA performance/standards in the areas of: SAT/ACT/TSI exams, AP exams, dual credit enrollment, industry-based certifications, associate's degrees, "workforce ready" IEP graduates, military enlistings, and CTE coherent-sequence enrollment. This continues to be an area of focus and growth for all students.

SAT/ACT: 46% of students who graduated in 2018 were successful on the SAT/ACT and/or TSI assessments. Average TSI scores in Lampasas ISD were above state averages in Reading, English, Science, and Math.

Student Achievement Needs

Increased Rigor: Level of instructional rigor in classrooms, while increasing, must still continue to rise in all core subjects to prepare students for these comprehensive state assessments. Training for campus administrators, curriculum instructional support staff and selected teacher leaders on Intentional Coaching will provide a means to coach teachers in strategies to increase student learning at a higher level.

Special Education: Increasing rigor and emphasis on accountability for special education students has impacted LISD by the latest STAAR scores in the 3-8 grade population. Though growth was shown in a number of areas, LISD special education students fell short of state standards in all subjects on PBM and STAAR results. LISD will implement measures to support staff in instruction regarding special education students, investigate technology options to help close the academic gaps, and devise remedial small group programs to boost performance for special education students. Computer Programs such as iStation, Think Through Math, Waterford, Lexia, and PEG writing are being used in small group tiered instruction to address these areas of weakness. Lead4ward professional development will be attended by the Curriculum sInstructional Technologists team as well as SPED representation from each campus who will come back and provide training to all campus staff.

ELL: the ELL results fell short on accountability Safeguard and PBMAS expectation in reading and math. The district is needing supports for students and training for teachers.

Gifted-Talented: Enrichment opportunities for our gifted students needs to increased to include summer learning opportunities such as Academic summer camps for gifted students and independent research opportunities. The number of students performing at the Level III standard on STAAR across the district on nearly all assessments administered is not sufficient given the number of students who have been identified as gifted in LISD. Opportunities for engaging and rigorous independent and collaborative work needs to be increased for our gifted populations and opportunities outside the regular school day.

Writing: Performance on STAAR Writing assessments was below state averages at the high school and on all elementary campuses. The average scores on the Writing section of the SAT in 2015 in Lampasas ISD was below both the state and national average scores. Additional training of staff and students is needed with writing being emphasized across the curriculum. Specific instructional interventions should be implemented during the school year and during the summer to provide additional support to students who are struggling with writing. The district is utilizing the PEG writing program for writing instruction and support for grades 3-12.

Math: With the transition to new math TEKS, support continues to be needed for teachers and students as gaps must be covered due to the moving of TEKS between grades and the addition of new TEKS to grades. Emphasis on critical thinking and rigorous problem solving needs to be addressed at all levels with emphasis on the K-3. Process standards must be addressd on a daily basis by embedding in the supporting and readiness SEs.

Instructional Technology: Lampasas ISD must continue to provide training to staff and must continue to improve technology infrastructure to facilitate greater access to technology tools by LISD students.

Career and Technology: With the changes to increase emphasis on CTE instruction, LISD must improve program offerings in CTE by purchasing

additional instructional materials and providing training to instructional staff to provide additional opportunities for CTE instruction to students and to increase student performance in CTE courses. Coding procedures must be reviewed to maximize funding along with opportunities for students to explore careers to build a more effective 4-year plan. The district could benefit from the addition of a CTE director.

AP Program: The number of students taking AP exams is slightly less than the state average. Additional program incentives need to be implemented to encourage students to prepare for and take AP examinations.

Attendance: Accountability data shows all LISD campuses in Q3 or Q4 for attendance as compared to their comparison group. Incentives and efforts to increase attendance rate are needed. Education on the importance of attending school when healthy and what criteria or symptoms would necessitate staying home with sickness is needed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The adoption of the Bluebonnet Math Curriculum has created some resistance in the math department.

Root Cause: Texas school districts are not required to adopt the Bluebonnet Learning curriculum, but there are financial incentives to do so.

District Culture and Climate

District Culture and Climate Summary

Each campus has initiatives in place which focus on improving safety, character, and the overall school climate. Campus leaders work toward a goal of having students and staff connected in a positive and productive learning environment. Specific areas of strength designated below.

District Culture and Climate Strengths

2025 - 2026

The following programs and procedures are in place on campuses to strengthen climate and culture:

Student Focus

Character Education, Programs such as the "Leader in Me", Start with Hello, Zones of regulation, Buddy Bench, Pride Patrol, Kindness Club, Badger 650 behavior incentive program, formal and informal teacher mentoring, incentive programs for students, awards assemblies, Red Ribbon week, and a structured and consistent Response to Intervention process is in place on all campuses.

Specific strengths spotlighted in parent survey comments:

Kline Whitis

The teachers and staff are great and truly care about the children.

Small community atmosphere

The amazing staff and teachers at KWE are the biggest asset to the school.

Team building. All the staff members work so hard to help the kids.

Kline has a great team.

He enjoys going and enjoys the food very involved teachers caring teachers.

Teachers are all very nice!

Small grade sizes (low number of classes), efficiency of dismissal/drop off regular feedback, great communication from teachers, and encouragement for students

Communication from the school to the parents is great. I have had no issues with getting my questions/concerns answered even through Remind with my son's teachers.

Communication with parents, positive attitudes and encourage from teachers.

I love the principals and teachers being outside to welcome students in the morning. This is such a positive start to my child's day.

School police officer gives us peace of mind.

I truly appreciate everyone's role in this school and feel that everyone genuinely cares about my child.

Offering academic intervention for students who need extra help in specific subjects.

Hanna Springs

Student Leadership opportunities Positive, safe environment.

Welcoming, colorful, fun, exciting.

Very encouraging faculty & staff.

I love the communication from the principal it's very helpful.

Students feel empowered, they are held accountable, they are taught to set goals and work hard to achieve them, students are happy.

The family involvement at this school is fantastic. We came from another Lampasas school last year, and there is a substantial difference even in the same district.

Taylor Creek

Great communication with parents.

Great staff members.

Small classes allow for more personal interaction, which ensures that no child is neglected.

Some strengths that I see from a parents side of things is how the current and past principal that just retired have been more involved with the students. They have a relationship with the parents. They are seen at drop off and at pick up. Available when parents need to discuss something. I greatly appreciate that.

There are some very strong, amazing grade-level teachers.

The library is awesome! Class reading program and math ninja program are encouraging students to work harder in these areas.

Staff is friendly and caring to all students.

Teachers are pretty easy to keep in touch with.

Caring staff and teachers.

A majority of the teachers are friendly.

I completely trust the staff, as do my kids.

The admin and teachers lead by example.

There is great leadership and a wonderful staff of people who really care.

The principal really seems to be excellent with the kids, and strives to make sure his staff have everything they need to create a wonderful environment for the kids.

Lampasas Middle School

UIL academic program.

The middle school has teachers that care and love children.

They love what they do and want to make a difference.

Leadership is strong and caring and I feel like they are focused on relationships and putting kids first.

I think it is good that phones are not allowed in class, between classes, and at lunch.

Pre-athletics program has been wonderful at burning up some of my child's energy!

Community, everyone always looking out for each other.

Students success is important, teachers show a genuine willingness to want the students to do well. My child looks forward to going to school and is enthusiastic to tell me about his day.

Teachers care about the students. They check in with them and understand they have needs outside of school. The understanding and emotional intelligence they share allows the students to have less stress at school.

The academic UIL is definitely a plus. These programs have diminished over the years.

Positive culture, Encouraging teachers, Friendly students. Student to teacher ratio.

Lampasas High School

Positive atmosphere and support by the community at large.

There are more opportunities for students academically than before.

There are teachers that show interest in the students and care. athletic programs, which are overemphasized by the district.

Preparing students for a career - auto mechanics, construction, etc. Several teachers actively encourage students to try something outside their "comfort zone."

Strength in the teachers being allowed to teach and hold students accountable, strength in administration that will support teachers, strength in teachers that encourage students, know students by name, involvement of community within the school School camaraderie.

The school has a great athletics program and great coaches.

The ag classes are wonderful, as well as the certification programs available to the students.

School size, small community feel Great administration Variety of opportunities for technical and professional tracks.

Good sports and club opportunities for those who want to be involved.

Good support for high academic achievers. School spirit, FFA, theater, CTE programming.

The math and science departments take care of business without drama.

The auto shop has given students a ton of new opportunities, absolutely wonderful having my son in this class.

SPED department is first class.

Good career programs with good involvement from the instructors. There are, as always, a few great people in the classrooms. Kids really respond to genuine interest and encouragement from honest teachers. I'm always so proud to hear about those few from my students. I'm really happy with the extra-academic opportunities LHS offers. While academics are the backbone of a high school, all the other opportunities the school offers students to grow and mature into great people are very important. I am happy with all the extras our school provides.

2024-2025

The following programs and procedures are in place on campuses to strengthen climate and culture:

Student Focus

Character Education, Programs such as the "Leader in Me", Start with Hello, Zones of regulation, Buddy Bench, Pride Patrol, Kindness Club, Badger 650 behavior incentive program, formal and informal teacher mentoring, incentive programs for students, awards assemblies, Red Ribbon week, and a structured and consistent Response to Intervention process is in place on all campuses.

Staff Focus

Targeted staff development, staff planning days, mental health supports, atmosphere committee, sunshine committee, incentive programs for staff, staff members of the month, building relationships committee, Star Staff, and good deeds report.

Specific strengths spotlighted in parent survey comments:

Kline Whitis

We are new to the district this year and we felt very welcomed when we started mid September. Admin gave us a tour of the campus and our student was able to meet her teachers before beginning school.

The student teacher ratio is great. And most of the questionable world agenda has not reached us yet. The teachers actually like their job!

Inclusion and involvement!

High Quality Teachers

Positive Staff and Environment

High Academic Standards

Our pre k teachers are really great as well as communication and support from the teachers.

Hanna Springs

The teachers and staff are engaged and caring.

Teachers being able to talk to the parents. It has really made a lot of stuff easy. All the teachers have a positive attitude, which helps the kids feel encouraged to be there.

Welcoming atmosphere, care for the students' well-being, driven for success

Being quick in getting students extra assistance when needed

Awesome teachers that care.

Good communication with parents, clean, friendly staff, and an involved school resource officer that actually cares about the kiddos

Amazing teachers and staff! The school is very welcoming and inclusive to all children.

Teachers and staff care about the kids.

Taylor Creek

The school is located close to home. It's a newer facility.

Academics are good

I am very happy with the level of learning in our school versus other schools.

All staff work together to help all children in many ways throughout the day. (From small things like having a table to drop off items for child pickup in the office to staff members helping when a child needs assistance)

Passionate, engaged, compassionate teachers. Morning music. Morning announcements, pledge, usually my Principal Moore. Student pickup and drop off. Student performance recognition. Accommodations for learning disabilities and religious convictions.

Kindness, understanding

Discipline.

LMS

The vice principal is easily accessible and always answers questions.

Has good school spirit.

Great staff that are mostly enthusiastic and creative in their approach to student engagement.

The school is well kept and students are learning and the teachers and staff are helpful.

UIL program is awesome!

Some great teachers build relationships with students.

All of my child's teachers throughout middle school have prepared him for the next grade level.

Transparent

Recognized

Supportive

LHS

Communication is really good. Everyone is very helpful and Kind.

The band program, UIL, sports, CTE

One of the best teacher staffs.

I like the videos the principal sends about what is going on at school. I wish they were every week or at least on a regular basis.

The CTE. Program

Strong sense of identity & teams, great teachers and staff, strong community support; excellent leadership, diverse curriculum and options

Administration and staff

2023-2024

Specific strengths spotlighted in parent survey comments:

Taylor Creek

There are some TCE staff members that are professional, respectful, and go out of their way and give a perception to want our child to grow. They communicate within a timely manner of concerns or the way ahead.

Caring teachers and staff.

Teachers and paras are so good with the preK kids.

The specials teachers are the highlight of my student's day. These teachers do not get enough praise for their work.

Fun Friday! My student looks forward to the festivities on Fridays, adding the inflatables has been a fun touch. Love seeing the kids dance!

The teachers are amazing!

Hanna Springs

Attitude of staff toward student participation, citizenship and learning is fantastic. Thank you for encouraging students to get involved.

Positive and warm environment. Majority of staff seem to love their job and the kids.

Great communication and a fun environment.

The staff handles situations dealing with autism and severe adhd very well. All I've worked with are well versed and able to modify.

Principal is well informed and communicates well.

Wonderful teachers, great curriculum, and sense of community.

Kline Whitis

Smaller size school allows teachers and staff to really get to know each student.

The staff works great together. Everyone has such a positive attitude. They truly want what's best for the students.

My children have been blessed with wonderful, encouraging teachers. I always receive feedback and when I have a concern it is always addressed the same day.

The small campus allows staff to know the students well. Both of my boys feel very comfortable on campus and enjoy the environment.

The staff at Kline Whitis is exceptional.

LMS

The school does a great job sending communication through phone calls.

LMS has high academic standards as well as behavior standards.

The middle school strives to use positive reinforcement by providing a school store to spend Badger coins earned with good behavior and awards assemblies to highlight academic achievements.

The honors program for all core classes does a good job of challenging students with high rigor.

The teachers and staff are amazing people. They treat my child like she is important.

LHS

I feel that the teachers my student has are all well equipped in the classes and are willing to help and be supportive to their students.

The wide range of activities available for students, the high academic standards and expectations, and the friendly administrative staff.

The strengths of the school are the staff members who invest in the students and their learning.

Student population and class sizes are good and class sizes are small enough to be able to give attention to individual students.

Students are prepared through different avenues such as OnRamps, Honors, AP, Dual Credit, and CTE classes.

2022-2023 Comments

Taylor Creek

Teachers and Staff involvement in Students and Academic Learning and having fun while doing it to become better People in our World. I can't speak Highly enough about the Educators at Taylor Creek Elementary.

Teacher involvement and the assistant principal has great rapport with families.

The office staff is very helpful and readily answers questions without issue.

Hanna Springs

Everyone is fairly easy to speak to and the teachers communicate well with parents.

Great school! The school's overall design is wonderful and serves as the perfect backdrop for all the beautiful decorations the students make during the year.

Teachers seem happy, students seem happy. Good job! I feel the school cares about the kids and parents. I appreciate the effort getting information out to the parents.

Kline Whitis

I appreciate all of the academic intervention that is offered.

Small size allows staff to get to know all the students.

Kline Whitis does an excellent job setting high standards and expectations for all students. Teachers are valued. My child comes home everyday to tell me something new he has learned. Kline Whitis has a great staff. Everyone supports each other. Kline Whitis also provides a rewarding and supportive environment.

LMS

I feel like the middle school provides a great opportunity for students to participate in multiple different activities both in and out of school.

The teachers generally care for the well being of all students and work to make their learning fun. My son has excelled academically

The teachers seem committed and passionate about their students. The campus/staff makes the kids feel safe.

LHS

SMALLER CLASSES, GREAT TEACHER AND COACHES THAT ENCOURAGE MY STUDENTS.

A variety of classes to choose from.

The teachers that do a good job do a GREAT job with communication, classroom management, prompt grading/feedback, meaningful lessons and discussions. We hope they are recognized and congratulated for their efforts publicly

21-22

Specific strengths spotlighted in parent survey comments:

Hanna Springs

Small student-parent ratio, good flow of information. I feel like it's an environment conducive to learning. I feel welcomed when I come to the school and a part of my son's education. I feel like it's a warm, friendly environment.

Kline Whitis

The communication from the school to the parent is excellent. My child has attended Kline Whitis Elementary school from Kindergarten to now 5th grade, and we have always felt very comfortable with the attention and care they have provided to my child. The children and their safety and well-being is most important. The teachers are excellent. They are top-notch, and we have had a good experience with every single one of them that our child has had.

Taylor Creek

Great staff! I feel like everyone at the school cares about my kids, and all the kids. I feel like everyone is very involved and it's a very happy atmosphere, and therefore they want to try their hardest and have a wonderful learning environment.

LMS

Teachers care a lot, understanding, and encouraging, love that students have a Chromebook, my children have more freedoms and options, versus elementary, I appreciate the opportunities for those freedoms
Love the choice of electives

LHS

There are some very good teachers and staff that are encouraging, motivating, respectful and kind. They make the school environment a better place.

Each campus is focusing on positive behavior supports and health and wellness using strategies such as: attendance incentives, Rachel's Challenge, SADD, Red Ribbon Week, Fire Prevention Month, Marathon Club, Coordinated Health Programs, iCafes, Family Night Events and Parent Academies, and monthly review of behavior expectations with the campus principal as well as a Live Well Program for staff.

Campuses establish behavior expectations and communicate them through assemblies at the beginning of the year, and reinforce expectations throughout the year.

Campuses routinely practice COVID-19 cleanliness practices, as well as standard safety drills: fire, tornado, intruder, social media.

Staff Development: Staff development opportunities are based on teacher input, T-TESS goals as well as data-walks information based on research-based Learning Keys strategies to increase student learning. Evaluations indicate staff enjoy the conference-style two-day August PD that allows staff to choose 12 sessions out of just under 100 offerings. All teachers and students grades 4-12 completed surveys covering a variety of topics, to include campus climate. Since COVID-19 prevented our traditional format, our campuses maintained local PD as needed for each content area of teachers this year.

Public affirmation via our website and district social media sites. Twitter is being utilized as a means to share exceptional learning experiences happening within the district in addition to a means for staff to collaborate.

The Components of High Effective Instruction have become the standard for LISD teaching. New teachers to the district receive the training during August PD so that all teachers have been trained in this initiative for a common understanding of the expectations of the district. These research-based strategies include a focus on questioning students at a higher level on Bloom's taxonomy as the district addresses a need to increase "Masters" level performance.

District Culture and Climate Needs

Continued search for communication means for students to use as tools to report concerns or outcries for help; such as suicide prevention, drug and alcohol abuse, bullying, criminal behaviors

Parent involvement; continued efforts to increase parent involvement, and soliciting student, parent and community input to include family nights, social media, newsletters, and annual surveys

Continued efforts are needed to address students being assigned DAEP and meeting their needs to become productive students in society and successful when they return to their respective campuses.

Strategies for welcoming new students to secondary campuses and making them feel included.

Problem Statements Identifying District Culture and Climate Needs

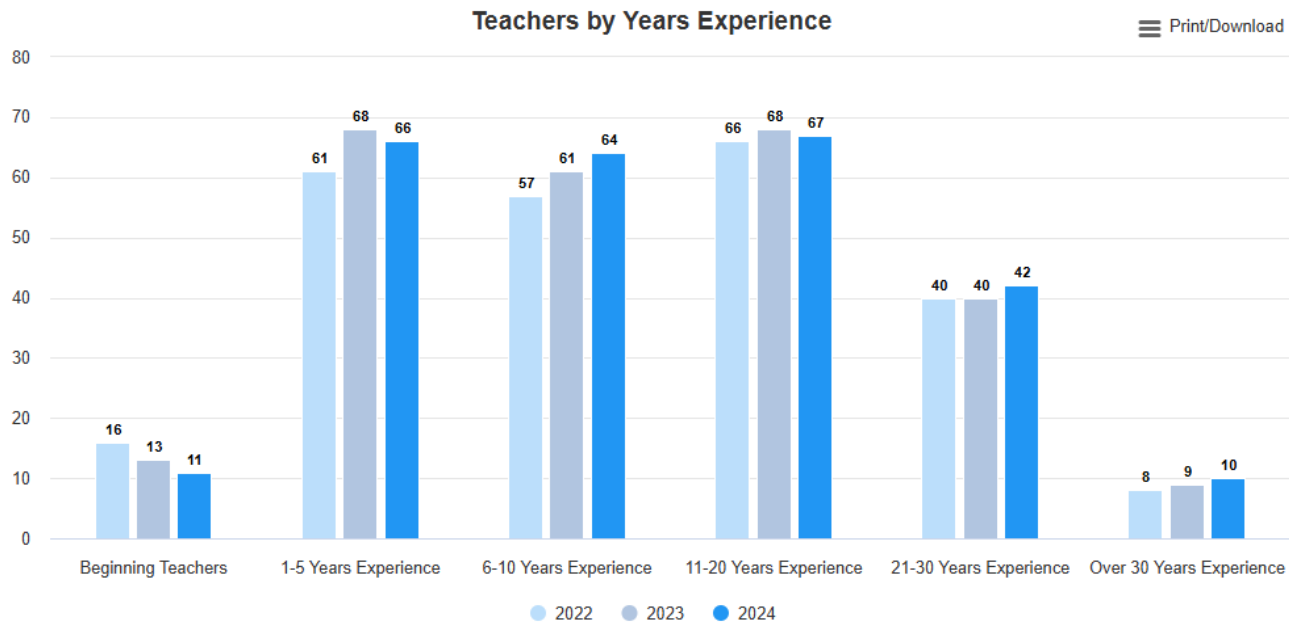
Problem Statement 1: Supporting the social and emotional welfare of students and staff is an integral part of a successful school system. LISD will continue to refine programs in an effort to increase positive climates at each campus for students and staff.

Root Cause: Multiple factors including: Staff - An increase in challenging student behavior, and an increase in staff responsibilities. Students - An increase in unstable family situations, and peer conflicts complicated by social media.

Staff Quality, Recruitment, and Retention

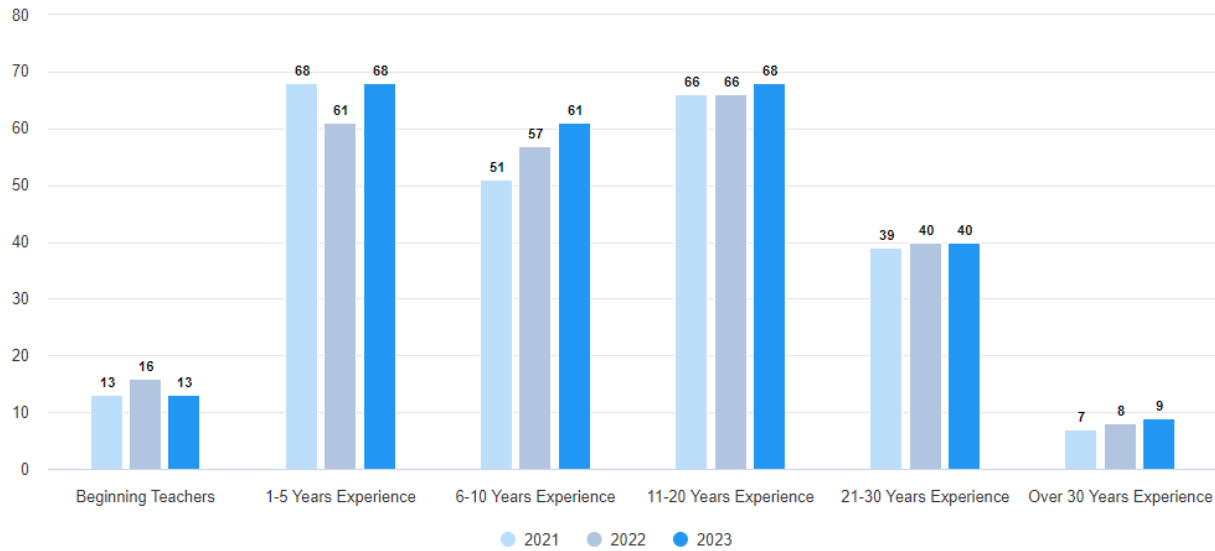
Staff Quality, Recruitment, and Retention Summary

Lampasas ISD continues to work to attract and retain the highest quality teachers and staff. District salaries, benefits, and stipends are reviewed annually in an effort to stay competitive with area schools. LISD will continue to use various methods to advertise job openings. Ex. the district website, TASA, ESC Region 12, and social media sites. Professional development opportunities will be provided that are relevant to the needs of staff and are in alignment with district goals.



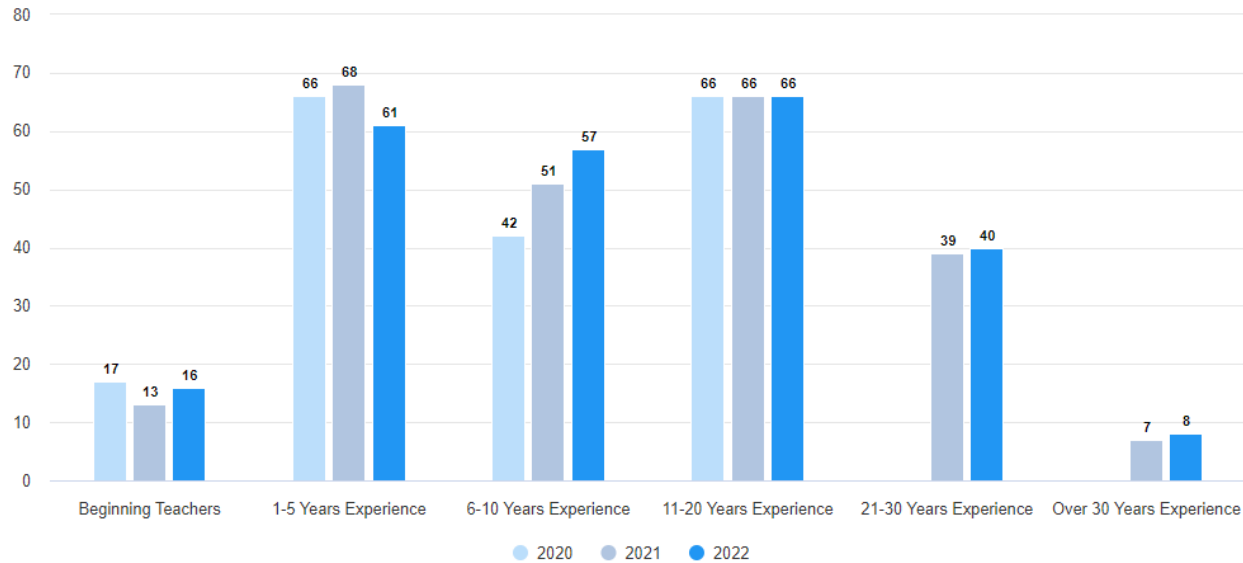
Teachers by Years Experience

Print/Download



Teachers by Years Experience

Print/Download



Staff Quality, Recruitment, and Retention Strengths

Multiple areas of strength related to staff quality, recruitment and retention are noted below:

- The district teacher mentoring program was revised to offer increased supports.**
- Instructional specialists at each campus work to provide relevant professional development and support to staff.**
- Teachers are provided additional planning/networking days to collaborate with subject area staff.**
- The district approved pay increases for all staff for the 2025-2026 school year.**
- The district continues to explore ways to expand district health and wellness supports.**

Staff Quality, Recruitment, and Retention Needs

Competitive salary schedule with surrounding districts

Teacher shortage in various content areas, particularly in science, Spanish, and CTE

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The current teacher shortage has made the process of finding qualified applicants more difficult.

Root Cause: College education programs are producing a smaller number of candidates than in previous years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lampasas ISD continues to provide support to each campus through instructional coaching, up to date technology programs, and curriculum revisions. Elementary staff members continue to take part in Reading Academies. This training will focus on increasing the reading proficiency for students in grades K-3. In addition, our district utilizes a comprehensive system of common assessments and benchmarks in core subjects. Eduphoria Aware is used for data disaggregation and multiple item banks including, STAAR Testmaker and TRS assessment items assist in keeping assessments relevant. Assessments are aligned to STAAR blueprints and testing guidelines and data protocols are established and distributed to staff and administration. New platforms such as TFAR and Interim Assessments are being utilized to further support the move to all on-line STAAR Testing. All campuses provide time and a consistent template to assist in the analysis of data after each assessment. Campus appraisers conduct consistent Learning Walks and provide detailed feedback to teachers. The TCMPC (Texas Curriculum Management Program Cooperative) formally the TRS (Teks Resource System) continues to be used as a tool to ensure student expectations are covered to the correct level of specificity.

Curriculum, Instruction, and Assessment Strengths

Strengths related to LISD's Curriculum, Instruction, and Assessment:

- All elementary campuses are utilizing the Foundations phonics based program.
- All students who were unsuccessful on any 2025 STAAR Test, will receive 15 or 30 hours of accelerated instruction during summer school or during the 2025 -2026 school year.
- Multiple computer programs are available to assist students. (Amplify, Xtra Math, Prodigy, Learning A-Z, M-Class, IXL, Edgenuity, Quizizz, GimKit, BioReTeks, AlbertIO, Discovery Ed, etc.)
- All campuses have an enrichment/Academic period built into the master schedule.
- A consistent RTI documentation process is being followed at elementary and middle school campuses.
- A variety of Staff Development is provided by district staff during the summer, as well as before and during school. In addition to face to face trainings, and newly updated eCourses are also available.
- The middle school and high school continue to expand Career and Technology Classes.

Curriculum, Instruction, and Assessment Needs

TEKS Resources System: Teachers will need additional training and support in utilizing the tools and components within the TRS and how to incorporate them in lessons.

Reading/Math/Science/Social Studies: Continued support and training need to be provided at all grade levels.

Writing: Additional support and interventions are needed to improve student writing at all grade levels and in all academic subjects. Additional programs need to be implemented that include: summer student learning opportunities, training of writing teachers at all grade levels, and staff training in writing across the curriculum.

Gifted-Talented Program: Additional support needs to be provided to gifted-talented students through summer training opportunities, additional parental involvement in the GT program, an expansion of the Distinguished Scholar program, additional support for students identified by the Duke TIP program, and continued support of the AP Program.

DAEP: DAEP continues to research Odyssey and the tools available to increase student success while at DAEP along with the social/emotional needs of students. Utilizing outside resources to help students realize the impact of their choices to change behavior is needed.

Learning Keys: Learning Keys strategies will increase rigor and relevance in designing and delivering lessons. CITs need to continue to support the initiative strategies throughout the year with trainings--face to face, after school, Lunch 'n Learns, and summer PD.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We will work to ensure that staff and students have sufficient preparation with technology devices and test taking strategies. Additionally, all students will have multiple practice opportunities on state testing platforms prior to state testing in the 2025-2026 school year.

Root Cause: State Assessments moved to a complete on-line platform in 2023.

Family and Community Engagement

Family and Community Engagement Summary

Lampasas ISD actively works to engage parents and the community in the education process of our students. LISD hosts multiple opportunities for our families and community members to be involved at every campus. All activities are posted on school and district websites as well as marquees. Campuses additionally utilize Parent Portals within Learning Management Systems in an effort to keep parents notified of upcoming events. Notes are also sent home in both English and Spanish well in advance of the scheduled activities. CatapultK12 Mass Communication (School Messenger Announcements) are used to communicate events and activities to parents as well. LISD periodically partners with local community businesses and organizations to provide outreach programs to our community and students. An annual district parent survey collects valuable input from all stakeholders.

Family and Community Engagement Strengths

Strengths related to LISD's Parent and Community Engagement:

- All Campuses conduct "Meet the Teacher" Nights at the beginning of each school year.
- Students with disabilities work at local businesses to gain employability skills (bank, veterinary clinic, hospital, grocery store, lawyer's office). These opportunities continue to increase as our CTE program expands and as our district collaborates with community members.
- Family Nights are scheduled throughout the year at our elementary campuses. This also includes district ESL Family Nights.
- District events are communicated through multiple avenues such as school messenger announcements, newsletters, the Lampasas Dispatch, Lampasas Radiogram, Twitter, and Facebook.
- Specific parent/student meetings are conducted during each school year. (Sport specific, academic scheduling, fine arts, etc.)
- Book fairs are held at all elementary and the middle school campus.
- Awards programs are held at all campuses throughout the school year.
- Veterans programs are held each year to educate students and honor veterans.
- Grandparents are honored at all elementary campuses at annual events.

Family and Community Engagement Needs

Community Academies:

- Training opportunities in the use of digital programs and technology to be made available to the community.
- Getting non-English speaking families involved in their child's education
- Reaching out to parents hesitant to attend parent nights or parent academies
- Consistently updating website
- Videoing information shared at parent nights or parent academies so it can be viewed online
- Explore options for easing student transitions into 6th and 9th grades
- Reading initiative that promotes reading within the entire community

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent involvement in campus partnerships at all campuses could increase.

Root Cause: The work schedules of a great number of parents makes it difficult for many to attend school events.

District Organization

District Organization Summary

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 capacities. The mission is periodically reviewed by the school board.

The district and campuses consistently schedule site based meetings to involve multiple stakeholders in the decision making process. Comments obtained from annual campus surveys reveal an overall positive view of the school district by community and staff members. Each campus principal focuses on increasing academic performance in his or her role as instructional leader. In recent years, multiple full and part time interventionists have been added at campuses throughout the district to increase overall academic support. In spite of the many academic challenges attributed to the Covid Pandemic, Lampasas ISD received an "A" letter grade for the 2021-2022 school year and achieved a Domain 1 component score of 47 in 2021. This equaled the pre-pandemic Domain 1 score in 2019. The STAAR 2.0/Accountability Reset was initiated in the 2022-2023 school year, making the tests overall more rigorous and challenging. Official letter grades for in 2023-2024 and 2024-2025 were not released until August 16, 2025. The district received an 83 and 84 "B" for both years.

District Organization Strengths

Strengths related to District Context and Organization:

- The use of Learning Management Systems (Canvas and Google) continues to increase.**
- Administrators consistently monitor the implementation of strategies outlined in their Campus Improvement Plans.**
- Each campus schedules faculty, grade, and subject level meetings to provide appropriate communication to all staff.**
- Campus principals and assistants monitor Skyward Gradebook to ensure an appropriate number of grades are assigned.**
- Periodic principal and director meetings are scheduled by the Superintendent.**
- 9-Week Campus Reviews are conducted by the assistant superintendent and campus admin. teams.**
- Tutorials are offered for students at all campuses both during and after school hours.**
- "Learning Walks", walk throughs are conducted at all campuses. A consistent form is utilized by all administrators as they work to meet targeted goals for each 9-Week Period.**

District Organization Needs

LISD needs to continue to reach out to all stakeholders and create clear channels for communication between the district and the community.

LISD must also continue to ensure that all stakeholders are actively involved in establishing strategies for achieving measurable campus and district performance objectives toward reaching district adapted goals.

Problem Statements Identifying District Organization Needs

Problem Statement 1: LISD will continue to focus on increasing collaboration and vertical alignment between campuses.

Root Cause: The multitude of subject and grade level requirements, make it challenging to coordinate trainings between grade levels at different campuses.

Technology

Technology Summary

As a district, we consistently upgrade our network infrastructure to match the growing demands of our users. We have increased internet and bandwidth capabilities to ensure our multiple forms of multimedia and devices are supported. We have equipped all 3rd - 12th grade students with mobile devices (Chromebooks) for use in the classroom. We also provide K-2 with Chromebooks at a 2 to 1 ratio.

Additionally, the district has increased wireless and wired capabilities on all campuses. Through Erate C2 funding our infrastructure was increased from 1GB to 10GB during the Summer of 2015 and refreshed again through ERATE C2 during the Summer of 2021. The district has added a wireless network (WLAN) at all campuses. The elementary schools currently have adequate WiFi coverage. For increased intranet bandwidth all schools located within the city of Lampasas have a 40 GB LAN which is in turn connected by a district wide 40 GB WAN. LISD also leases through ERATE C1 funding, a 10GB Point to Point fiber connection between Lampasas ISD proper and Taylor Creek Elementary.

Taylor Creek has a 40GB LAN connection within the campus.

Four of the five campuses share 2 GBPS of internet bandwidth. The fifth campus, Taylor Creek Elementary, increased their bandwidth connection during the Fall of 2022 from 300MBPS to 1GBPS. In addition, LISD will have internet redundancy between Taylor Creek Elementary (Brightspeed) and LISD Proper (AT&T) during the Fall of 2022. In the event that one internet provider goes down, the other ISP will provide internet until repairs are completed.

Technology Strengths

LISD Technology Strengths:

Teachers and students continue to become increasingly proficient with a variety of devices and software applications. These include both mobile and non-mobile, PCs, Chromebooks, and iPads. Elementary classrooms are equipped with desktop PCs for teacher use, and at least one Chromebook cart per grade level for grades K-5. The use of these Chromebooks at the lower elementary level helps prepare them for the 1:1 Chromebook environment, which begins in 3rd grade. We continue to explore other, additional options for elementary classrooms, including a limited number of Ipads.

Our 1:1 program includes all students in grades 3-12. These students are issued individual devices for instructional use, which are funded using both TIMA and general funds. Additionally, we rolled out Chromebooks to all middle school and high school students (phase 3 and 4) during the 2019-20 school year.

Our 1:1 initiative continues to support our ultimate goal of not only preparing our students for a technology-infused life and culture after graduation, but to also provide more personalized instruction, differentiation, and authentic learning and assessment opportunities within our district.

To support these efforts, the district has expanded teacher support and professional development opportunities by utilizing our Instructional Specialists, in conjunction with our campus technologists, who collaborate to provide direct support to all aspects of the 1:1 initiative.

Technology Needs

The district continues to need infrastructure improvements to meet the ever changing and increasing needs for bandwidth and wireless access among an increasing number of devices. LISD plans to increase the number of wireless access points during the 2016-17 school year at our three elementary schools to achieve maximum coverage.

The district continues to explore ways to maintain adequate levels of internet and technology access while also maintaining a safe learning environment. These goals are particularly challenging with 6th-8th graders now taking their individually-assigned iPads home. Offline access to curriculum materials for those with limited internet access at home, web content filtering at home, and establishing effective and efficient workflows when working with digital materials all represent immediate and ongoing challenges associated with our 1:1 Initiative.

Problem Statements Identifying Technology Needs

Problem Statement 1: It is a challenge to continue to provide students and staff of LISD with up to date educational software programs and devices.

Root Cause: Growing student enrollment and the need for additional devices for state testing has added to the problem.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data



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





Goals




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: The percentage of students achieving the "approaches", "meets", and "masters" levels will exceed state averages on STAAR tests.








Evaluation Data Sources: Analysis of district and state accountability reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Lampasas ISD will employ teachers and support personnel to provide instruction and support to all students in order to promote continued academic success. In addition, teachers and personnel will assist students by monitoring their academic, social-emotional, and extra-curricular needs throughout the school year in order to produce future graduates and successful citizens.</p> <p>Strategy's Expected Result/Impact: Increased student performance on State, Common, and Benchmark Assessments</p> <p>Staff Responsible for Monitoring: Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators</p> <p>Funding Sources: - 199 - General Fund - Basic Education 11 - \$14,464,210, - 199 - General Fund - Instruction 99 Undistributed - \$108,916, - 199 - General Fund - Intergovernmental 99 Undistri - \$536,400, - 199 - General Fund - General Administration 99 Und - \$2,011,119</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: The Texas Curriculum Management Program Cooperative (TCMPC) will be utilized at each campus by teachers including core, special education, ESL, and gifted and talented staff to ensure the district is aligned with challenging state academic standards.</p> <p>Strategy's Expected Result/Impact: Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments</p> <p>Staff Responsible for Monitoring: Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Ongoing data analysis will be conducted by utilizing programs which include Eduphoria Aware, OnDataSuite, Circle (PK) ESGI (PK - K) K-2, mClass, TEMI, Lexia, iXL, Edgenuity, Canvas Analytics, Texas Early College Bridge, and CCMR. Strategy's Expected Result/Impact: Continued improvement on Nine Weeks Grades, Common Assessments, and Benchmark Assessments Staff Responsible for Monitoring: Superintendent; Asst. Supt.; Principals; Asst. Principals; Teachers; Interventionist	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Core subjects 1st grade-12th grade will administer common assessments, Bluebonnet Math prebuilt topic assessments, Interim assessments via Cambium, TFAR Common Unit Tests, and a benchmark assessment each nine weeks using released STAAR questions or STAAR Test Maker TEKS Bank in Eduphoria Aware to track student progress on TEKS concepts being taught. Strategy's Expected Result/Impact: This will assist in tracking student progress on TEKS concepts taught each 9-weeks, overall student performance, as well improvement on future common assessment/benchmarks/ STAAR tests. Staff Responsible for Monitoring: Asst. Superintendent, Curriculum Specialists, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Tested subjects from 3rd grade through STAAR EOCs will have multiple practice opportunities through Interims, TFAR, and the TEA on-line practice test sites during the 2025-2026 school year. Strategy's Expected Result/Impact: This will assist in preparing students for testing on the on-line state platform. Staff Responsible for Monitoring: Asst. Superintendent, Curriculum Specialists, Principals, Campus Testing Coordinators, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Summer School programs will target students in special populations to include special education, dyslexia, economically disadvantaged, and ESL with a focus on Reading and Writing strategies. Strategy's Expected Result/Impact: Overall improvement of Tier 2 and Tier 3 student performance Staff Responsible for Monitoring: Principals, Curriculum Specialists, ESL facilitators, SPED teachers, dyslexia coordinators Funding Sources: - 199 - General Fund - Bilingual/ESL Allotment 25 - \$87,502	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 7 Details	Reviews			
Strategy 7: The district will participate in shared services with the ESC for migrant and ESL services which includes Summit K-12 TELPAS Practice and Albert IO TELPAS practice. Strategy's Expected Result/Impact: Address the educational needs of migrant students/families via increased communication, family surveys, and our Identification & Recruitment Plan Staff Responsible for Monitoring: Superintendent; Asst. Superintendent, Principals, ESL facilitators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
Strategy 8: The district will continue to increase training, support, and staff development opportunities for General Education Teachers and Special Education Teachers related to academic student needs in reading, mathematics, science, writing, social studies, and overall quality instruction improvement. Strategy's Expected Result/Impact: Increased performance on state assessments for general and special education students in reading, math, writing, and social studies. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principal, Special Education personnel, Instructional specialists, teachers Funding Sources: - 199 - General Fund - Staff Development 99 Undistri - \$478,140, - 199 - General Fund - Instructional Leadership 99 U - \$132,824	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
Strategy 9: To ensure compliance with House Bill 3, all K-3rd Grade teachers, as well as Elementary Principals, will attend the Reading Academy. The district is working towards having all K-5 teachers attend the academies. Ongoing training will also be facilitated for these teachers regarding the Science of reading instruction, phonics instruction, and reading remediation. Strategy's Expected Result/Impact: Increased reading achievement among all students in grades PK-3rd Grade. Continued improvement on reading assessments for all LISD students over time. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Campus Principals, Instructional Specialists Funding Sources: - 199 - General Fund - Early Education Allotment 36 - \$401,941	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			




Strategy 10 Details	Reviews			
Strategy 10: The structure of small group instruction and literacy stations to increase reading proficiency will be implemented in grades K-5. Also, specific reading interventions will also be utilized to increase PK-3 Reading Levels. In addition, the Foundations Phonics Program will be used in grades PK-3 to increase alignment with the Science of Teaching Reading. Strategy's Expected Result/Impact: Increase the reading level and reading performance of elementary students on state assessments. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals, ISS, teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 11 Details	Reviews			
Strategy 11: Instructional Specialists will review data and provide related training to teachers. Additional support will be offered to facilitate the transition to Bluebonnet Math by Region 12 specialists. Strategy's Expected Result/Impact: Increased collaboration with classroom teacher and campus personnel to help analyze and disaggregate student performance data. Staff Responsible for Monitoring: Asst. Superintendent, Principal, ISS, teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 12 Details	Reviews			
Strategy 12: Using Federally allocated Title II funds for the 2025 -2026 school year, the district will partially fund three Instructional Specialists. These Instructional Specialists 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: Continued improvement of student, teacher, and campus performance. Staff Responsible for Monitoring: Asst. Superintendent, Director of Finance, Principals Funding Sources: - 255 - Title II, Part A - \$124,601	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 13 Details	Reviews			
Strategy 13: Using Federally allocated Title IV funds for the 2025- 2026 school year, the district 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: Continued improvement of student, teacher, and campus performance. Increased Eduphoria workshop documentation of trainings, teacher surveys, teacher trainings, and overall increased state assessment results. Staff Responsible for Monitoring: Asst. Superintendent, Director of Finance, Principals Funding Sources: - 289 - Title IV, School Support & Enrichment - \$56,465	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			




Strategy 14 Details	Reviews			
Strategy 14: The district will employ two district librarians and five library assistants 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: Increase the reading levels and reading performances on state assessments for all students. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals, Librarians Funding Sources: - 199 - General Fund - Library 99 Undistributed - \$472,003	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 15 Details	Reviews			
Strategy 15: Undistributed for indirect costs for 2025-2026 will be used to continue to support programs and students within the CTE Program.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 16 Details	Reviews			
Strategy 16: Undistributed funds for indirect costs for 2025-2026 will be used to continue to support programs and students within SPED (including Extended School Year), Intervention, ESL Summer School, as well as K-3 Intervention.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




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 and required students designated by HB 4545/HB 1416.

Evaluation Data Sources: Domain 3 results will reflect an increase in student groups achieving state target percentages.

Strategy 1 Details	Reviews			
Strategy 1: Grades K-8 will utilize the ESGI, Lexia, iXL, mClass, and TEMI Math to provide differentiated instruction for all groups including EB, dyslexic homeless/foster, 504, and special education. Strategy's Expected Result/Impact: Continued improvement of student, teacher, and campus performance, Common Assessments, Progress Reports, Report Cards Staff Responsible for Monitoring: Principals K-5; Teachers; Asst. Supt.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students will be identified as at-risk using the State Compensatory Education criteria. Strategy's Expected Result/Impact: Increased support and academic performance of our at-risk students. Staff Responsible for Monitoring: Principals, Counselors, Teachers, Asst. Supt.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Identified at-risk students including homeless/foster, dyslexic, EB, special education, Section 504 will be provided tutoring and Response to Intervention RTI supports. Summer school will also be utilized as an intervention tool to increase overall student learning. Strategy's Expected Result/Impact: Continued improvement of student and overall campus performance. Staff Responsible for Monitoring: Asst. Superintendent, Dir. of Special Education, Principals, Teachers, Interventionists Funding Sources: - 199 - General Fund - Bilingual/ESL Allotment 25 - \$304,385, - 224 - IDEA B, Formula SPED - \$755,910, - 199 - General Fund - Dyslexia Allotment 37/43 - \$431,637	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: The district will provide academic support for struggling learners and increase student engagement (as defined by researched-based learning components), through the use of interventionist support personnel. Title I funds will be utilized at the Elementary campuses to provide academic support to all students. Strategy's Expected Result/Impact: Increased student engagement and student performance. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principal, Instructional specialists, teachers, Intervention Personnel Funding Sources: - 211 - Title I, Part A - \$704,115	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Dropout prevention strategies will be provided on each campus for all at-risk students including students in pregnancy related services or identified as dyslexic, 504, special education, homeless/foster. Strategy's Expected Result/Impact: Increase supports for at-risk students in an effort to improve academic and social/emotional health. Staff Responsible for Monitoring: Principals, Teachers, Asst. Superintendent, Attendance Clerks, Counselors, Asst. Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Special education students will be provided support in the form of monitor teachers and co-teachers when possible. Interventions will be also be provided to address their individual needs in an effort to increase the academic performance of special education students in the 2025 -2026 school year. Additionally, extended school year will be offered to students needing extra support. Strategy's Expected Result/Impact: Continued improvement of student and overall campus performance. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Special Ed Director, Principals, Teachers Funding Sources: - 199 - General Fund - SPED Allotment 23/33 - \$6,108,104	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			




Strategy 7 Details		Reviews			
Strategy 7: 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: Continue to support and provide increased communication to migrant students and families. Staff Responsible for Monitoring: Counselors; PEIMS clerk; Principal: ESC XII		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 8 Details		Reviews			
Strategy 8: The district will provide a ECSE program to support children in preschool programming with disabilities. Strategy's Expected Result/Impact: Progress towards mastery of IEP goals. Staff Responsible for Monitoring: Director of Special Services, Principal Funding Sources: - 225 - IDEA B, Preschool SpEd - \$12,063		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 9 Details		Reviews			
Strategy 9: The district will fund personnel to provide high quality Pre-Kindergarten Education to students who qualify via migrant, economically disadvantaged, military, and/or ESL qualifications. Full Day Pre-K programs will be made available at Kline Whitis Elementary, Hanna Springs Elementary, and Taylor Creek Elementary. Strategy's Expected Result/Impact: Continued improvement of student and overall campus performance. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, Principals, Instructional specialists, Special Education Director, ESL Teachers, Classroom teachers		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			







Strategy 10 Details	Reviews			
Strategy 10: The district will offer educational support, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or in the rates of high school completion between at risk and all other LEA students. These support systems will include the use of intervention personnel, summer school and DAEP staff. Strategy's Expected Result/Impact: Increased academic performance of all students. Staff Responsible for Monitoring: Superintendent; Principals; Teachers; Instructional Specialist Funding Sources: - 199 - General Fund - SCE Allotment 24/28/30 - \$2,178,399	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 11 Details	Reviews			
Strategy 11: Students assigned to DAEP will receive academic support that is equitable to students on a home campus. High school students will receive assignments from campus teachers through the Edgenuity Program and their Learning Management System, Canvas. Middle school students will access work their learning management systems. (Google) Elementary students will be sent hard copy assignments, as well as complete work through Google Classroom. DAEP staff will monitor work on a daily basis. Home campus interventionists and teachers will also consistently come to the DAEP to offer academic support. Strategy's Expected Result/Impact: Increased academic performance of all students. Staff Responsible for Monitoring: DAEP Director, DAEP Staff, Home campus interventionists and teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 1: All students will be prepared for 'real world' entry after graduation.

Evaluation Data Sources: STAAR, EOC, College, Career, and Military Readiness Data







Strategy 1 Details	Reviews			
Strategy 1: Classes and certifications will be offered in the area of career and technology (CTE) in order to better prepare students for post-secondary schooling and/or meaningful employment. These course offerings will continue to be evaluated based on student interest and community needs. Strategy's Expected Result/Impact: Increase in industry-recognized certifications, internships and apprenticeship participation. Staff Responsible for Monitoring: Assistant Superintendent, High School CTE Director; Teachers; Principal; CTE dept. chair Funding Sources: - 199 - General Fund - CTE Allotment 22 - \$2,299,415	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Career opportunities and occupational information will be included in the regular curriculum. In all CTE classes, subject matter will focus on occupations and their use in real life. Additionally, a priority will be placed on students receiving certifications and endorsements. Strategy's Expected Result/Impact: Increase in certifications, endorsements, and overall performance as evidenced by Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding Staff Responsible for Monitoring: Principals, Teachers, Asst. Superintendent, Asst. Principals, the CTE Coordinator, and CTE Teachers.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Special Education students will continue to transition successfully from high school to real-world living. Staff Responsible for Monitoring: Assistant Superintendent, CTE Director, Special Education Director Funding Sources: - 244 - Perkins, Career and Technical - \$37,476	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 4 Details	Reviews			
Strategy 4: Honors, A.P, Dual Credit, and On-Ramps (dual enrollment) courses will be offered in an effort to support students, provide a rigorous course load, help prepare students for college, and help students gain a greater understanding of life after high school. As part of the master schedule timeline, student course requests will be verified by departments to ensure proper placement for all students. Strategy's Expected Result/Impact: Students will have a better understanding of college readiness through a more rigorous course load. Staff Responsible for Monitoring: Principal, Teachers, Departments, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: LISD will provide TSI Testing, Dual Credit, On Ramps (dual enrollment), Early College Prep Courses, and expanded CTE Courses so that students can enhance early college preparation knowledge and early college assessment results. LISD will also strive to increase the number of students who receive industry based certifications. Strategy's Expected Result/Impact: Increase in certifications, endorsements, and overall performance as evidenced by Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding Staff Responsible for Monitoring: Asst. Superintendent, LHS Principal, Counselors, CTE Director, Testing Coordinator, Classroom Teachers Funding Sources: - 199 - General Fund - CCMR Allotment 38 - \$324,758	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 2: All curriculum guides will be aligned to state content and performance standards.




Evaluation Data Sources: All students and each special population will exceed the state average on the STAAR tests, meet federal expectations, as evidenced by local assessments, benchmarks, STAAR results, and End-of-Course results.

Strategy 1 Details	Reviews			
Strategy 1: In accordance with the Texas State Plan for the Gifted and Talented Students, LISD will implement the Texas Performance Standard Project and/or a similar project that will lead to the development of advanced level products and/or performances. By implementing these projects, the district will be able to more effectively address the diversification of each student's needs and the needs of the gifted and talented population as a whole. Strategy's Expected Result/Impact: Increased student success and performance as evidenced by student products, as well as a greater number of students achieving "masters" performance on STAAR Assessments Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers, GT Facilitator Funding Sources: - 199 - General Fund - GT Allotment 21 - \$97,338	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Texas Curriculum Management Program Cooperative (TCMPC) will be utilized by core subject teachers to ensure student expectations are covered to the specificity of the state standards. Strategy's Expected Result/Impact: Increased alignment on lesson plans and Eduphoria Learning Walks, STAAR Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers, Curriculum Instructional Specialists.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 3: LISD will provide all personnel with staff development in identified areas of need.

Evaluation Data Sources: Teacher training opportunities, sign-in sheets, observation and walk-through data via Eduphoria.




Strategy 1 Details	Reviews			
Strategy 1: Strategies to improve understanding of concepts and vocabulary related to the specific subject matter for EB and special education students by providing staff development that will strengthen instructional strategies in this area. Strategy's Expected Result/Impact: Increased performance on state and local assessments as evidenced by local assessments, benchmarks, Lesson Plans, Eduphoria Learning Walks, and Common Assessments Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals, Teachers, ESL Facilitators, SpEd	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: AP and On-Ramps teachers will receive relevant training. Strategy's Expected Result/Impact: Improving the skills of teachers will lead to an increased performance of students. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Instructional Specialist, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: To develop professional development trainings to meet the purpose of Title II, feedback will be gathered at campus and district site base meetings. In addition, staff and parent surveys will be utilized to gather more data and input. Strategy's Expected Result/Impact: Increased professional growth of staff. Staff Responsible for Monitoring: Asst. Superintendent, Principals, and Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			







Strategy 4 Details	Reviews			
Strategy 4: General and special education teachers will receive extensive training in strategies to support special education students in all settings Strategy's Expected Result/Impact: Increased completion of student's IEP goals and overall campus performance Staff Responsible for Monitoring: Asst. Superintendent, Special Education Director, Principals, and Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 4: All student populations will be provided career awareness opportunities.

Evaluation Data Sources: CCMR PEIMS Reports, local assessments, benchmarks, STAAR results, and End-of-Course results.

Strategy 1 Details	Reviews			
Strategy 1: At appropriate grade levels, career inventory surveys will be administered through Schoolinks and the results will be shared with students and parents and the information will also be used to provide career counseling to students. Strategy's Expected Result/Impact: Increased performance on state and local assessments. Staff Responsible for Monitoring: Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Career and occupational instruction will be integrated through special days such as Ag Day, family nights, college/career staff shirt days, first responders Travis County Medical Examiner, water specialists, and career guest speakers. Strategy's Expected Result/Impact: Increased interest and requests for CTE classes as students advance through LISD grades. Staff Responsible for Monitoring: Principals, Asst. Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Counselors and the Texas Workforce Commission will provide career counseling and offer up-to-date information relating to higher education opportunities to include current course selection for future plans beyond high school, admission and financial aid, Texas grant programs, and Teach for Texas grant programs. Strategy's Expected Result/Impact: Increased communication with students and parents related to careers. Staff Responsible for Monitoring: Principals, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Utilize personnel from the workforce commission as well as software (Schoolinks) to promote student interests in a variety of careers. Strategy's Expected Result/Impact: Increase in the overall number of students pursuing higher education or entering the workforce with certifications. Staff Responsible for Monitoring: CTE Director, LMS counselors, principal, LHS counselors and principal	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: A career day will be scheduled at the high school to educate students on post secondary career opportunities. Additionally, a specific day related to aviation will be offered.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 5: LISD will provide athletic and UIL extracurricular opportunities for students.




Evaluation Data Sources: Increase in overall student participation.






Strategy 1 Details	Reviews			
Strategy 1: LISD 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 in LISD. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Athletic Director, Band Director, UIL Coordinators, Principals, Teachers, Coaches Funding Sources: - 199 - General Fund - Athletics Extracurricular 91 - \$1,453,768, - 199 - General Fund - Extracurricular 99 Undistrib - \$386,268	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 6: LISD K-8 Campuses will implement programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Evaluation Data Sources: Child Nutrition logs, Physical Education performance logs, student schedules, master schedules








Strategy 1 Details	Reviews			
Strategy 1: All students grades K-6 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. Strategy's Expected Result/Impact: Student schedules, Master Schedules Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: All students in grades 3-12 as required, will have a physical fitness assessment conducted at least once a year. Strategy's Expected Result/Impact: FitnessGram Statistical Data, TEA Reporting on State Averages Staff Responsible for Monitoring: Asst. Superintendent Principals, Teachers, Nurses	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: The District will maintain and update on a regular basis a district wellness policy. Strategy's Expected Result/Impact: Bi-Annual Audits, Yearly Reviews Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers, Director of Child Nutrition, Director of School Health	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Each campus will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encouraging healthy eating, and decreasing child obesity rates. Strategy's Expected Result/Impact: Surveys, Student Evaluations and Testing, School Health Index Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers, PE Teachers, Campus Nurse, Counselors, School Psychologist, Cafeteria Workers, Ancillary Staff, Parents/Community Members		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

Performance Objective 1: All campuses will work to increase student attendance.







Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: The district employs an attendance officer to support attendance at all campuses. Strategy's Expected Result/Impact: Increase in overall attendance rates. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Strategies for improvement of student attendance will be provided at each campus: Announcements, attendance reward incentives, parent orientations, newsletters, conferences, phone calls, e-mails, 9-week awards, letters, and home visits. Campuses will additionally tracking "leavers". (Students withdrawing from school) Strategy's Expected Result/Impact: Increase in student attendance rates. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Teachers, Asst. Principals, PEIMS Personnel, Attendance Clerks	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Personnel will be utilized to help support students and family members in achieving improved attendance. Strategy's Expected Result/Impact: Increase in overall attendance rates. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers Funding Sources: - 199 - General Fund - Social Work 99 Undistributed - \$54,473	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.




Evaluation Data Sources: Staff Sign-Ins, Ongoing training dates, professional development calendars





Strategy 1 Details	Reviews			
Strategy 1: All district staff will be trained in district policy and how to respond to Bullying and Cyber-Bullying, Understanding Boundaries, Child Abuse Mandatory Reporting, General Ethics in the Workplace, Youth Suicide Awareness Prevention and Postvention, Cybersecurity, Standard Response Protocol (SRP including - crisis response and reunification), Active Shooter, Classroom Panic Button procedures, and Health Emergencies Overview, Strategy's Expected Result/Impact: Reduction and/or elimination in the number of students dealing with bullying, cyber-bullying, homeless circumstances, harassment, dating violence, abuse, grief-informed/trauma informed practices, and suicide prevention. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Asst. Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Staff who work with students with IHPs, severe allergies, or diabetic will receive training. CPR/First Aid training required every two years for coaches/directors, transportation, food service, and UIL will be provided . Strategy's Expected Result/Impact: Staff will be prepared to support students in the event of a health emergency. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Director of Transportation, Food Service, and Director of School Health	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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









Performance Objective 3: In 2025 - 2026, we will work to maintain a safe environment for all students and staff at LISD.

Evaluation Data Sources: Student discipline reports, PEIMS reports, and a campus safety data.

Strategy 1 Details	Reviews			
Strategy 1: School Counselors will be utilized at each campus 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. Strategy's Expected Result/Impact: Monitoring of students' social emotional health as evidenced in counseling logs, reviews conducted by campus threat assessment teams, and student and campus surveys. Staff Responsible for Monitoring: Counselors, Asst. Supt, teachers, and threat assessment team members. Funding Sources: - 199 - General Fund - Guidance & Counseling 99 Undi - \$1,158,492	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Campus and district nursing staff members will be utilized to provide school health services to all students. Each campus will offer Goodside Health, "Telehealth" for physical screenings and, and TCHAT Telehealth for mental health support. 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: Increase in overall physical and mental health for students and staff. Staff Responsible for Monitoring: Superintendent; Assistant Superintendent; Principals; Director of School Health; Campus Nurses Funding Sources: - 199 - General Fund - Health Services 99 Undistribu - \$409,249	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: In order to reduce drug-related incidents, campuses will have multiple yearly visits by the drug dog, and student random extracurricular drug testing at secondary campuses. Additionally, vape detectors have been installed at the high school. Strategy's Expected Result/Impact: Decrease and/or elimination of the number of drug incidents and positive drug testing results. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Teachers, Asst. Principals, Counselors, Drug Dog company	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: The District will provide a Sexual Health and Wellness Program to middle school students as part of the district's sex education program. LISD will have an ongoing process to collect continuous feedback from parents and community members via surveys and SHAC meetings. (School Health Advisory Committee) Strategy's Expected Result/Impact: Increased overall health and wellness of students. Staff Responsible for Monitoring: Director or School Health; Principals, Teachers, Counselors, Asst. Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Each campus will have a system that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools. Strategy's Expected Result/Impact: Reduction/prevention of incidents throughout the district. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Red Ribbon Week will be observed throughout the district. This includes activities and speakers designed to educate students on the dangers of drug use. Strategy's Expected Result/Impact: Reduction/elimination of drug incidents within the district. Staff Responsible for Monitoring: Principals, Teachers, Asst. Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 7 Details	Reviews			
Strategy 7: 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: Continuation of safe and efficiently managed safety drills and practices. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 8 Details	Reviews			
Strategy 8: Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people. Strategy's Expected Result/Impact: Increase in safety at all district facilities. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, Asst. Superintendent, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: The District and each campus will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations. All staff will be trained in how to react during crisis situations. Strategy's Expected Result/Impact: Increase in safety at all district facilities. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, SRO, Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 10 Details	Reviews			
Strategy 10: School Resource Officers and designated staff guardians will be utilized to help monitor and maintain safety on LISD campuses. In addition, each campus and the district will work with our SRO's to update Crisis Management Plans in order to ensure a safe and disciplined environment conducive to learning. Strategy's Expected Result/Impact: Increase in safety at all district facilities. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, Principals, Asst. Principals, Teachers Funding Sources: - 199 - General Fund - Security & Monitoring 99 Undi - \$549,603	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 11 Details	Reviews			
Strategy 11: Each campus will participate in scheduled fire and tornado drills, building evacuation, and building lockdowns so that each employee and student will be familiar with the process. Strategy's Expected Result/Impact: Increase in safety at all district facilities. Staff Responsible for Monitoring: Principals, Asst. Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 12 Details	Reviews			
Strategy 12: Each campus will have specific safety plans as well as threat assessment teams. Strategy's Expected Result/Impact: Increase in safety at all district facilities Staff Responsible for Monitoring: Threat assessment team members.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 13 Details	Reviews			
Strategy 13: Silent panic alert buttons are installed in all classrooms. Strategy's Expected Result/Impact: Increase in safety at all district facilities. Staff Responsible for Monitoring: Central office staff and campus principals.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 14 Details	Reviews			
Strategy 14: Students assigned to DAEP will receive weekly instruction in character training, as well as social and emotional support from campus counselors. Students assigned for vape offenses will complete a vape education course before returning to their home campus. Strategy's Expected Result/Impact: DAEP Staff and campus counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 15 Details	Reviews			
Strategy 15: Students returning to their home 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: Improved academic performance and decision making. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: All campuses will incorporate supports and initiatives in an effort to reduce disciplinary practices that remove students from the classroom.




Evaluation Data Sources: Skyward Discipline Incident Reports





Strategy 1 Details	Reviews			
Strategy 1: Staff at all campuses will provide students with behavior supports. Ex. Guidance lessons, zones of regulation, character Wednesdays, character announcements, Start with Hello, bullying and conflict resolution, and Leader in Me Training. Strategy's Expected Result/Impact: Reduction in the number of discipline removals. Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Considerable</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				








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 conducted by district and campus personnel.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will receive high-quality professional development during the 2025 - 2026 school year. Strategy's Expected Result/Impact: Increased teacher retention and improved student performance. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Professional Development sessions conducted within the district will be tracked by campus instructional specialists. Strategy's Expected Result/Impact: Keeping historical data on professional development offerings will provide the district the ability to make informed decisions when scheduling future trainings. Staff Responsible for Monitoring: Assistant Superintendent, Principals, and Instructional Specialists.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Current staff members provide a large percentage of district staff development. Strategy's Expected Result/Impact: Leadership/presentation opportunities will lead to increased professional growth of staff. Staff Responsible for Monitoring: Assistant Superintendent and instructional specialists.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			




Strategy 4 Details	Reviews			
Strategy 4: A mentor will be provided to all teachers new to the district. Teachers new to the profession will receive this extra support for two years. Experienced teachers, new to the district will be assigned a mentor for one year. Supports include consistent meetings with instructional specialists and mentors, peer evaluations, etc. Additionally, alternatively certified teachers will be provided an extra planning day per semester. Strategy's Expected Result/Impact: Increase in teacher retention, teacher effectiveness, and student performance. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Asst. Principals, Curriculum Specialist	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Principals and Assistant Principals will 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 "Learning Walks" in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline. Strategy's Expected Result/Impact: Increase in teacher effectiveness and student performance. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Asst. Principals Funding Sources: - 199 - General Fund - School Leadership 99 Undistri - \$2,366,851	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Ensure low-income and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field teachers. Strategy's Expected Result/Impact: Improved student performance and scheduling of students. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Director or Human Resources, Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 7 Details	Reviews			
Strategy 7: The percentage of core academic subject area classes taught by highly effective teachers on high poverty campuses will meet 100% by end of 2025-2026. Strategy's Expected Result/Impact: Equitable teaching for all students. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals, Human Resources Department	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			









Strategy 8 Details	Reviews			
Strategy 8: T-TESS appraisals and Learning Walks will be consistently reviewed by campus admin. staff. to align professional development needs. Strategy's Expected Result/Impact: Increase in teacher effectiveness and student performance. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Asst. Principals, Human Resources Department	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: A wellness survey will be sent to all LISD Staff Members. Strategy's Expected Result/Impact: Revise wellness program options within the district in an effort to increase overall staff health, job satisfaction, and retention. Staff Responsible for Monitoring: District Nurse, Assistant Superintendent, and HR Director.	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 10 Details	Reviews			
Strategy 10: All LISD T-TESS appraisers will take part in calibration training, walk throughs, and review of data to ensure consistent evaluations are taking place across the district. Strategy's Expected Result/Impact: Increased validity of T-TESS Appraisals. Staff Responsible for Monitoring: Asst. Supt, Principals, and Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Lampasas ISD will encourage communication and community partnerships so that parents 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 information, student achievement, meetings, and training sessions.

Evaluation Data Sources: Surveys, parent feedback forms, social media outlets, Google Forms, Family Access, parent meetings, sign-ins and parent training events

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide consistent campus communication to parents. Strategy's Expected Result/Impact: Increase in parental attendance and involvement at school functions. Staff Responsible for Monitoring: Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: All campuses will hold "Meet the Teacher the Teacher/Back to School Nights." The middle school offers "minnow camp" for incoming 6th grade students during elementary tour days. The high school schedules a freshman orientation led by the "Link Crew." The "Link Crew" also assists new enrollees throughout the year. Strategy's Expected Result/Impact: Students and parents will have have a positive outlook and increased confidence in the school system. Staff Responsible for Monitoring: Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: The district and campus improvement plan yearly updates will involve multiple stakeholders. Strategy's Expected Result/Impact: The campus and district will continue to increase performance in all areas. Staff Responsible for Monitoring: Asst. Superintendent; Principals; Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: District and campus websites will consistently be updated. Strategy's Expected Result/Impact: An increase in overall communication to community stakeholders. Staff Responsible for Monitoring: Technology Dept.; Principals; Superintendent; Asst. Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: A Campus-Parent Compact will be provided at each Title I campus to all parents to promote parental involvement in each child's academic progress. Strategy's Expected Result/Impact: An increase in parent involvement and student performance. Staff Responsible for Monitoring: Principals; Teachers; Asst. Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 6 Details	Reviews			
Strategy 6: Coordinate and schedule an ESL parent and student "family night." Strategy's Expected Result/Impact: Increase communication and school involvement with families of ESL students. Staff Responsible for Monitoring: Asst. Superintendent, ESL Facilitators	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 7 Details	Reviews			
Strategy 7: Multiple family nights will be held at elementary campuses combining academic and fun activities for attendees. Strategy's Expected Result/Impact: An increase in parent involvement and student performance Staff Responsible for Monitoring: Principals and Teachers. Funding Sources: - 199 - General Fund - Community Services 99 Undistr - \$73,260	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Offer training to all LISD families.







Evaluation Data Sources: Surveys, parent feedback forms, Social media outlets, Google Forms, Family Access, parent meetings, sign-ins and parent training events

Strategy 1 Details	Reviews			
Strategy 1: The district and each campus will provide trainings to families during family night activities. Strategy's Expected Result/Impact: Increased communication and partnerships between school officials and parents. Staff Responsible for Monitoring: Asst. Superintendent, Principals, Asst. Principals, Teachers, Counselors,	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Moderate Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 5: Lampasas ISD will encourage communication and community partnerships so that parents 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.

Evaluation Data Sources: Increased communication between district and local government agencies.

Strategy 1 Details	Reviews			
Strategy 1: The district will maintain communication with local government agencies through participation in the Community Resource Coordination Groups (CRCG) and Lampasas County Health and Wellness Partnership. Strategy's Expected Result/Impact: Increased communication between district and local government agencies. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent; Student Health Services; Director of Special Services	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Participate in Texas Homeless Education Office trainings to provide support to students qualifying under the McKinney-Vento Act and train all campuses in the guide Foster Care & Student Success: Texas Systems Working Together to Transform Education Outcomes of Students in Foster Care. Strategy's Expected Result/Impact: Completion of the McKinney-Vento Student Residency Questionnaire. Foster students identified in Skyward. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent; Counselors; Campus PEIMS clerks	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Provide daytime child care support for active school employees at the Little Badger DayCare.

Evaluation Data Sources: Enrollment at Badger Day Care and parent feedback

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

Performance Objective 5: Provide transportation services to all qualifying general education and special education students.




Evaluation Data Sources: District transportation reports.

Strategy 1 Details	Reviews			
Strategy 1: Utilize transportation personnel to connect with students and families by providing transportation services to qualifying general education and special education students. Strategy's Expected Result/Impact: Maintain or increase student attendance. Staff Responsible for Monitoring: Transportation Director; Chief Financial Officer; Student Health Services; Director of Special Services Funding Sources: - 199 - General Fund - Transportation 99 Undistribut - \$3,050,365	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Accomplished			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 1: All teachers will attend 6 hours of technology professional development during the school year in an effort to meet the goal set by the National Educational Technology Standards for Teachers (NETS-S)

Evaluation Data Sources: Eduphoria Professional Development records, Lesson plans, Evaluations and Observations




Strategy 1 Details	Reviews			
Strategy 1: Instructional Specialists will train classroom teachers in developing technology enhanced lessons to support student engagement, interest, and transfer of learning. Strategy's Expected Result/Impact: Continued improvement of student performance and enhancement of instructional tech opportunities for all students. Staff Responsible for Monitoring: Asst. Superintendent, Director of Technology, and Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Technology devices include iPads, Chromebooks, Chromeboxes, and desktop computers will be available for student use. Teachers and technology staff members will increase the integration of technology into instruction through professional learning and ongoing staff development. Strategy's Expected Result/Impact: Continued improvement of student performance and overall knowledge and implementation of current technology. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, CFO, Instructional Specialists, Technology Director, Principals, Teachers Funding Sources: - 199 - General Fund - Technology 99 Undistributed - \$1,446,760	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: The implementation and use of video-streaming through Discovery Education for content related to TEKS will provide access to the information in a variety of modalities including special education and ESL students who might have limited reading levels. Additionally, the use of the Diffit program will assist teacher in differentiating assignments for students. Strategy's Expected Result/Impact: Ongoing improvement of student performance and enhancement of instructional tech opportunities for all students. Staff Responsible for Monitoring: Technology Director, Instructional Specialists, Campus Administration, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			






Strategy 4 Details	Reviews			
Strategy 4: Continue to provide staff access to high quality network connected printer/copiers. Strategy's Expected Result/Impact: Increased student engagement and performance. Staff Responsible for Monitoring: Technology Director and campus technologists Funding Sources: - 199 - General Fund - Capital Leases 99 Undistri - \$112,000	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Accomplished			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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.

Evaluation Data Sources: School/District budget, maintenance updates and facility reports, campus/community feedback

Strategy 1 Details	Reviews			
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 facilities. Strategy's Expected Result/Impact: By frequently evaluating current facility needs and long-range plans, campus facilities will be maintained and improved to help support safe, positive, and productive educational experiences for all LISD students. Staff Responsible for Monitoring: Superintendent; Chief Financial Officer Funding Sources: - 199 - General Fund - Facilities Maintenance & Oper - \$5,718,024	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: The district will conduct long-range facility needs assessments as directed by the school board facility steering committee. *Roofing repairs due to a hail storm in 2022 were made at facilities throughout the district. Strategy's Expected Result/Impact: Campus facilities will be maintained and improved to help support safe, positive, and productive educational experiences for all LISD students. Staff Responsible for Monitoring: Superintendent and CFO Funding Sources: - 199 - General Fund - Facilities Acq & Construction - \$0	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: The district completed a staffing and demographic study in the 2023 -2024 school year. Strategy's Expected Result/Impact: To assist in determining the appropriate number of staff as well as possible campus renovations or additions. Staff Responsible for Monitoring: Superintendent.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: The district has selected an architectural firm and created a bond committee. The committee will make a recommendation to the school board related to a future bond to improve LISD facilities. Strategy's Expected Result/Impact: Improve LISD facilities Staff Responsible for Monitoring: Superintendent and School Board	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Work to increase approval ratings on facilities.







Evaluation Data Sources: Surveys, campus/community feedback, internal audits

Strategy 1 Details	Reviews			
Strategy 1: Conduct an annual parent survey that includes rating of district facilities. Strategy's Expected Result/Impact: Student, parent, and community feedback will continue to be positive and constructive as related to educational facilities (via survey results) Staff Responsible for Monitoring: Superintendent; CFO; Asst. Superintendent	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 3: All Lampasas ISD schools will offer students nutritionally balanced meals in accordance with standards set forth in state and federal law.

Evaluation Data Sources: Child Nutrition Department internal collection data, Department of Finance internal collection data

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Any/all qualifying students will receive a nutritionally balanced meal on a daily basis. Staff Responsible for Monitoring: Child Nutrition Director, Department of School Finance, CFO Funding Sources: - 240 - Child Nutrition - \$2,088,900	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: The district will work continue to provide students meals in situations involving non-payment of breakfast/ lunch charges. Strategy's Expected Result/Impact: Students will continue to be provided nutritionally balanced meals. Staff Responsible for Monitoring: Child Nutrition Director and Campus Principals. Funding Sources: - 199 - General Fund - Food Service - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Lampasas ISD will plan and use fiscal responsibility to meet the educational needs of the students.

Performance Objective 1: Student academic achievement will be a priority in budgetary planning.

Evaluation Data Sources: School improvement plans, site-based discussions and meetings, Department of finance internal data, staff/community feedback (surveys)

Strategy 1 Details	Reviews			
Strategy 1: Federal, state, and local funds will be allocated as determined by TAPR, federal accountability, state accountability, and PBMAS results. Strategy's Expected Result/Impact: Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments as evidenced by TAPR, PBMAS, federal accountability, and single audits Staff Responsible for Monitoring: Superintendent; CFO; Asst. Superintendent; Department of Finance	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 8: Lampasas ISD will plan and use fiscal responsibility to meet the educational needs of the students.

Performance Objective 2: Federal and state expenditures will meet compliance requirements.

Evaluation Data Sources: Department of Finance internal documentation

Strategy 1 Details	Reviews			
Strategy 1: Formative expenditure reports will be reviewed by campus and district administration Strategy's Expected Result/Impact: Financial accountability will continue to show transparency and excellence in all areas as evidenced by financial accountability results, sign-ins on reviews, and single audits Staff Responsible for Monitoring: Superintendent; CFO; Director of Finance; Asst. Superintendent; Principals	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

District Planning and Decision Making Committee

Committee Role	Name	Position
Parent	Heather Andrews	.
Parent	Whitney Wright	.
Community Representative	Kathy Brown	.
Community Representative	Krista Reynolds	.
Business Representative	Megan Tabor	.
Business Representative	Kristen Cornish	.
Paraprofessional	Jennifer Scott	LMS Aide
Non-Professional Support Staff	Ron Poage	TECH Director
Professional Staff Special Education	Karen Turner	Director of Special Services
District-level Professional	Whitney Walker	HR Director
Professional Staff Campus Level Non-Teaching	Paul Weinheimer	LHS Principal
Classroom Teacher	Dejah Bushong	LHS
Classroom Teacher	Tracey Davis	LHS
Classroom Teacher	B.J. Crawford	LHS
Classroom Teacher	Daina Dewald	LMS
Classroom Teacher	Cecelia Parrish	LMS
Classroom Teacher	Amy Bowden	LMS
Classroom Teacher	Celeste Altamirano	TCE
Classroom Teacher	Maryann Ramos	TCE
Classroom Teacher	Dawn Janacek	TCE
Classroom Teacher	Amberly Adams	HSE
Classroom Teacher	Courtney Berry	KWE
Classroom Teacher	Sherrie Perkins	HSE
Teacher - ELL	Shawna McDonald	KWE
Classroom Teacher	Tanya Martin	HSE
Teacher - Inclusion	Tammy Burks	KWE
Chairman	Dana Holcomb	Assistant Superintendent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 - General Fund - Basic Education 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$14,464,210.00
Sub-Total					\$14,464,210.00
Budgeted Fund Source Amount					\$14,464,210.00
+/- Difference					\$0.00
199 - General Fund - GT Allotment 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$97,338.00
Sub-Total					\$97,338.00
Budgeted Fund Source Amount					\$97,338.00
+/- Difference					\$0.00
199 - General Fund - CTE Allotment 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,299,415.00
Sub-Total					\$2,299,415.00
Budgeted Fund Source Amount					\$2,299,415.00
+/- Difference					\$0.00
199 - General Fund - SPED Allotment 23/33					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$6,108,104.00
Sub-Total					\$6,108,104.00
Budgeted Fund Source Amount					\$6,108,104.00
+/- Difference					\$0.00
199 - General Fund - SCE Allotment 24/28/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$2,178,399.00
Sub-Total					\$2,178,399.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$2,178,399.00
+/- Difference					\$0.00
199 - General Fund - Bilingual/ESL Allotment 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$87,502.00
1	2	3			\$304,385.00
Sub-Total					\$391,887.00
Budgeted Fund Source Amount					\$391,887.00
+/- Difference					\$0.00
199 - General Fund - Early Education Allotment 36					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$401,941.00
Sub-Total					\$401,941.00
Budgeted Fund Source Amount					\$401,941.00
+/- Difference					\$0.00
199 - General Fund - Dyslexia Allotment 37/43					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$431,637.00
Sub-Total					\$431,637.00
Budgeted Fund Source Amount					\$431,637.00
+/- Difference					\$0.00
199 - General Fund - CCMR Allotment 38					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$324,758.00
Sub-Total					\$324,758.00
Budgeted Fund Source Amount					\$324,758.00
+/- Difference					\$0.00
199 - General Fund - Instruction 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$108,916.00

199 - General Fund - Instruction 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$108,916.00
Budgeted Fund Source Amount					\$108,916.00
+/- Difference					\$0.00
199 - General Fund - Library 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$472,003.00
Sub-Total					\$472,003.00
Budgeted Fund Source Amount					\$472,003.00
+/- Difference					\$0.00
199 - General Fund - Staff Development 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$478,140.00
Sub-Total					\$478,140.00
Budgeted Fund Source Amount					\$478,140.00
+/- Difference					\$0.00
199 - General Fund - Instructional Leadership 99 U					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$132,824.00
Sub-Total					\$132,824.00
Budgeted Fund Source Amount					\$132,824.00
+/- Difference					\$0.00
199 - General Fund - School Leadership 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$2,366,851.00
Sub-Total					\$2,366,851.00
Budgeted Fund Source Amount					\$2,366,851.00
+/- Difference					\$0.00
199 - General Fund - Guidance & Counseling 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$1,158,492.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,158,492.00
Budgeted Fund Source Amount					\$1,158,492.00
+/- Difference					\$0.00
199 - General Fund - Social Work 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$54,473.00
Sub-Total					\$54,473.00
Budgeted Fund Source Amount					\$54,473.00
+/- Difference					\$0.00
199 - General Fund - Health Services 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$409,249.00
Sub-Total					\$409,249.00
Budgeted Fund Source Amount					\$409,249.00
+/- Difference					\$0.00
199 - General Fund - Transportation 99 Undistribut					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1			\$3,050,365.00
Sub-Total					\$3,050,365.00
Budgeted Fund Source Amount					\$3,050,365.00
+/- Difference					\$0.00
199 - General Fund - Extracurricular 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$386,268.00
Sub-Total					\$386,268.00
Budgeted Fund Source Amount					\$386,268.00
+/- Difference					\$0.00
199 - General Fund - Athletics Extracurricular 91					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$1,453,768.00

199 - General Fund - Athletics Extracurricular 91					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,453,768.00
Budgeted Fund Source Amount					\$1,453,768.00
+/- Difference					\$0.00
199 - General Fund - Food Service					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	2			\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
199 - General Fund - General Administration 99 Und					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,011,119.00
Sub-Total					\$2,011,119.00
Budgeted Fund Source Amount					\$2,011,119.00
+/- Difference					\$0.00
199 - General Fund - Facilities Maintenance & Oper					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$5,718,024.00
Sub-Total					\$5,718,024.00
Budgeted Fund Source Amount					\$5,718,024.00
+/- Difference					\$0.00
199 - General Fund - Security & Monitoring 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	10			\$549,603.00
Sub-Total					\$549,603.00
Budgeted Fund Source Amount					\$549,603.00
+/- Difference					\$0.00
199 - General Fund - Technology 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$1,446,760.00

199 - General Fund - Technology 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$1,446,760.00
Budgeted Fund Source Amount					\$1,446,760.00
+/- Difference					\$0.00
199 - General Fund - Community Services 99 Undistr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7			\$73,260.00
Sub-Total					\$73,260.00
Budgeted Fund Source Amount					\$73,260.00
+/- Difference					\$0.00
199 - General Fund - Intergovernmental 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$536,400.00
Sub-Total					\$536,400.00
Budgeted Fund Source Amount					\$536,400.00
+/- Difference					\$0.00
199 - General Fund - Capital Leases 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4			\$112,000.00
Sub-Total					\$112,000.00
Budgeted Fund Source Amount					\$112,000.00
+/- Difference					\$0.00
199 - General Fund - Facilities Acq & Construction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$704,115.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$704,115.00
Budgeted Fund Source Amount					\$704,115.00
+/- Difference					\$0.00
224 - IDEA B, Formula SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$755,910.00
Sub-Total					\$755,910.00
Budgeted Fund Source Amount					\$755,910.00
+/- Difference					\$0.00
225 - IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$12,063.00
Sub-Total					\$12,063.00
Budgeted Fund Source Amount					\$12,063.00
+/- Difference					\$0.00
240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	1			\$2,088,900.00
Sub-Total					\$2,088,900.00
Budgeted Fund Source Amount					\$2,088,900.00
+/- Difference					\$0.00
244 - Perkins, Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$37,476.00
Sub-Total					\$37,476.00
Budgeted Fund Source Amount					\$37,476.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$124,601.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$124,601.00
Budgeted Fund Source Amount					\$124,601.00
+/- 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
289 - Title IV, School Support & Enrichment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$56,465.00
Sub-Total					\$56,465.00
Budgeted Fund Source Amount					\$56,465.00
+/- Difference					\$0.00
Grand Total Budgeted					\$50,997,734.00
Grand Total Spent					\$50,997,734.00
+/- Difference					\$0.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary			
RECENT QUALIFYING MOVE			
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);			
+			
FAILING OR MOST AT RISK OF FAILING			
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.			
Grade Level	Grade Level	Grade Level	
K-3	3-12 and UG	7-12, OS, UG	
Must have at least one of the following designations:	Must have received a state assessment score/designation of:	Must have been designated as a drop out student on NGS:	
<ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	<ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	<ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line. 	

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Lampasas
Region: 12

Priority for Service (PFS) Action Plan

School Year: 2023 - 2024

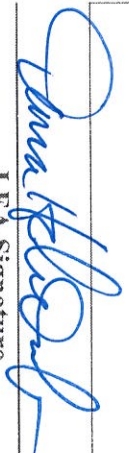
Filled Out By: Tonya Ramos and Polo Vielma
Date: 07/10/2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

Required Strategies		Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none">Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents	
<ul style="list-style-type: none">Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies	Timeline	Person(s) Responsible	Documentation	
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
<ul style="list-style-type: none">During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.				

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials



LEA Signature

7-18-23
Date Completed



ESC Signature

7/10/23
Date Received

PFS Signature

Date Completed



PFS Signature

7/10/23
Date Completed