Lampasas Independent School District

Hanna Springs Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

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

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Student Achievement 5
- School Culture and Climate 8
- Staff Quality, Recruitment, and Retention 10
- Curriculum, Instruction, and Assessment 11
- Parent and Community Engagement 13
- School Context and Organization 14
- Technology 15

Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 17
Goals 19
- 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. 19
- Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential. 27
- Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning. 36
- Goal 4: Lampasas ISD will recruit, develop and retain qualified and highly effective personnel. 41
- Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students. 44
- Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration. 49
- Goal 7: HSE will plan for and use resources available to provide and maintain educational facilities. 52

Title I Personnel 54
Campus Funding Summary 55
Addendums 60

Comprehensive Needs Assessment

Demographics

Demographics Summary

For 2024-2025, Hanna Springs Elementary (HSE) continues to service students from Pre-Kindergarten through 5th grade, and it maintains a student population of approximately 685 students. The campus also maintains an Elementary Program for Students with Disabilities (EPCD) and Classroom for Autism Programming and Support (CAPS). HSE utilizes Title I funding to supplement instruction in order to meet the academic needs of all learners. Classrooms and grade level instructional teams are a mixture of self-contained and departmentalized settings. The demographic make-up and design of HSE is as follows for last year's demographics:

African American - 1.53%; Hispanic - 39.22%; White - 53.55%; Asian/Pacific Islander - 0.42%; American Indian - 0.14%; Multi-Race - 4.87%; Economically Disadvantaged - 61.61%; LEP - 7.79%; At Risk - 42.98%; Mobility Rate - 11.9%; Special Education Rate - 23.23%

Demographics Strengths

**Overall 2021-2022 Rating B, no rating release was released in 2022-2023 and our 2023-2024 rating has not yet been released. The data below is pending the state's official percentages of results. According to our calculations Hanna Springs is projected to have earned an 84, which is a B rating for the 2023-2024 school year.

2023-24 STAAR showed growth from the previous years in many areas. We are continuing to make and show growth. Strengths are in the following areas:

Reading:

- 3rd Grade Reading: 2 or more Races Meets - 100%
- 4th Grade Reading: All Students Approaches - 88%, All Students Meets - 62%, Economically Disadvantaged Approaches - 79%, Economically Disadvantaged Meets - 52%, Hispanic Approaches - 83%, Hispanic Meets - 43%, White Approaches - 90%, White Meets - 73%, 2 or more Races Approaches - 100%, 2 or more Races Meets - 80%, Special Education Approaches - 61%
- 5th Grade Reading: All Students Approaches - 86%, All Students Meets - 50%, Meets, Hispanic Approaches - 91%, Hispanic Meets - 51%

Math:

- 3rd Grade Math: 2 or more Races Meets - 100%, 2 or more Races Masters - 60%
- 4th Grade Math: All Students Approaches - 75%, All Students Meets - 47%, Economically Disadvantaged Meets - 42%, White Approaches - 84%, White Meets - 60%
- 5th Grade Math: Hispanic Approaches - 84%, Hispanic Meets - 47%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall performance for Hispanic, White, and special education students continues to present an achievement gap. **Root Cause:** Due to students' developmental levels, some students are missing foundational skills and need targeted instruction. We are also working to recover from COVID-19 learning loss in every population. Students are making gains, but we must continue to intervene through intervention.

Student Achievement

Student Achievement Summary

We are excited for the 2024-2025 school year! HSE earned the "B" rating from the Texas Education Agency for the 2021-2022 school year, and no rating for 2022-2023 was released and our 2023-2024 rating has not yet been released. We are projected to receive and 84 - B rating for this past school year. We are focused on student progress. Our primary goal for HSE is for all students to make progress on all state assessments and district benchmarks from the previous school year. At this time, HSE continues to implement the RtI process, with fidelity, for all grade levels. We have a system in place to track, identify, and serve all struggling learners in all core content areas. We continue to implement HB 1416 requirements of an additional 30 hours of intervention time in a small group for each subject that our students failed on the STAAR test.

Previous test results from STAAR 2024:

Approaches:

Reading STAAR Scores:

- 3rd Grade ~ All students - 71%; White - 73%; Hispanic - 62%; Economically Disadvantaged - 63%
- 4th Grade ~ All students - 88%; White - 90%; Hispanic - 83%; Economically Disadvantaged - 82%
- 5th Grade ~ All students - 85%; White - 81%; Hispanic - 91%; Economically Disadvantaged - 78%

Math STAAR Scores:

- 3rd Grade ~ All students - 68%; White - 72%; Hispanic - 53%; Economically Disadvantaged - 58%
- 4th Grade ~ All students - 76%; White - 84%; Hispanic - 64%; Economically Disadvantaged - 68%
- 5th Grade ~ All students - 79%; White - 76%; Hispanic - 84%; Economically Disadvantaged - 78%

Science STAAR Scores:

- 5th Grade ~ All students - 58%; White - 59%; Hispanic - 57%; Economically Disadvantaged - 56%

Meets:

Reading STAAR Scores:

- 3rd Grade ~ All students - 41%; White - 43%; Hispanic - 24%; Economically Disadvantaged - 25%
- 4th Grade ~ All students - 61%; White - 73%; Hispanic - 41%; Economically Disadvantaged - 51%
- 5th Grade ~ All students - 49%; White - 47%; Hispanic - 51%; Economically Disadvantaged - 34%

Math STAAR Scores:

- 3rd Grade ~ All students - 35%; White - 41%; Hispanic - 18%; Economically Disadvantaged - 21%
- 4th Grade ~ All students - 47%; White - 60%; Hispanic - 30%; Economically Disadvantaged - 42%
- 5th Grade ~ All students - 42%; White - 38%; Hispanic - 48%; Economically Disadvantaged - 33%

Science STAAR Scores:

- 5th Grade ~ All students - 18%; White - 17%; Hispanic - 18%; Economically Disadvantaged - 16%

2024 Rating - Not yet released. We have calculated our potential rating using the OnPoint Data Suite system. Our rating projections are as follows:

- Overall Score: 84 (Rating B)
- Domain 1- Student Achievement: 74 (Rating C)
- Domain 2 - School Progress: 83 (Rating B) (Higher of part A or B score is used.
    - Part A: Academic Growth: 83 (Rating B) (Part A is the higher score)
    - Part B: Relative Performance: 75 (Rating C)
- Domain 3 - Closing Performance Gaps: 87 (Rating B)

2022 Rating

HSE scored the letter grade B for the 2021-2022 school. Our Accountability Summary tracks performance based on three domains. This was our last official rating that was released. HSE scored the following on each of the three domains:

- Overall Score: 81 (Rating B)
- Domain 1- Student Achievement: 77 (Rating C)
- Domain 2 - Student Progress: 82 (Rating B)
- Domain 3 - Closing Performance Gaps: 77 (Rating C)

Distinction Designations: Post Secondary Readiness.

Student Achievement Strengths

**Overall 2021-2022 Rating B, no rating release was released in 2022-2023 and our 2023-2024 rating has not yet been released. The data below is pending the state's official percentages of results. According to our calculations Hanna Springs is projected to have earned an 84, which is a B rating for the 2023-2024 school year.

2023-24 STAAR showed growth from the previous years in many areas. We are continuing to make and show growth. Strengths are in the following areas:

Reading:

- 3rd Grade Reading: 2 or more Races Meets - 100%
- 4th Grade Reading: All Students Approaches - 88%, All Students Meets - 62%, Economically Disadvantaged Approaches - 79%, Economically Disadvantaged Meets - 52%, Hispanic Approaches - 83%, Hispanic Meets - 43%, White Approaches - 90%, White Meets - 73%, 2 or more Races Approaches - 100%, 2 or more Races Meets - 80%, Special Education Approaches - 61%
- 5th Grade Reading: All Students Approaches - 86%, All Students Meets - 50%, Meets, Hispanic Approaches - 91%, Hispanic Meets - 51%

Math:

- 3rd Grade Math: 2 or more Races Meets - 100%, 2 or more Races Masters - 60%
- 4th Grade Math: All Students Approaches - 75%, All Students Meets - 47%, Economically Disadvantaged Meets - 42%, White Approaches - 84%, White Meets - 60%
- 5th Grade Math: Hispanic Approaches - 84%, Hispanic Meets - 47%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need to increase all passing levels (approaches, meets, advanced.) Students at Hanna Springs will meet or exceed 81% on the 3rd grade STAAR approaches passing rate, 42% on Meets passing standard and 23% Masters passing standard. **Root Cause:** Students need targeted instruction to close academic gaps.

School Culture and Climate

School Culture and Climate Summary

For the 2024-2025 school year, HSE continues to focus on safety, schoolwide structure, and enhanced character building opportunities for students. HSE staff works diligently to maintain a positive, safe, and productive learning environment for all students. We maintain a school-wide system of order and discipline that allows for Check 1-2-3 lines in our hallways, frequent assemblies to address character and manners, and a discipline referral system that "processes" students prior to classroom removal. This school year, HSE continues PBIS schoolwide. We continue to have our school store opened this year. Students earn Badger Bucks for acts of kindness and with good behavior. The school store is open to shop every nine weeks. Our World Changers students lead our morning announcements and on Wednesdays, they perform the announcements on video for the school.

HSE holds meetings with teachers and parents to address key areas of school improvement: Academics Achievement, Building Leaders and School decision making, and Culture & School Climate. These committees work to identify and address key areas throughout the school that can benefit from frequent, continual improvement. Teachers and parents are continuing to work to meet the social, emotional and academic needs of all students throughout the school.

In addition, HSE maintains a number of extra-curricular activities and events to ensure that all students at HSE can work to become strong, successful leaders:

- Positive behavior incentives through our school store and earning Badger Bucks
- Nine-weeks awards for attendance, good behavior, and distinguished student awards; as well as mid 9-weeks reinforcers for these areas
- AR Reading Incentive programs that are awarded to all grade levels each nine weeks
- Continued instruction in character education, drug prevention, good decision-making, and manners - promoted school wide and reinforced in counselor facilitated character classes and small groups
- Frequent assemblies addressing current student needs, achievements, student feedback, and academic successes
- Leader in Me Celebration Days
- Red Ribbon Week, Fire Prevention Week, and anti-bullying education
- Coordinated Health Programs and Wellness incentives
- Family Night Events and Parent Education Nights
- Fostering time with students that allows them to identify and address the needs of other students and community members

School Culture and Climate Strengths

HSE has worked to maintain a positive, enriching climate for students, teachers, and parents. Several methods in which our personnel work to address are school climate and culture includes:

- Daily Leader in Me lessons each morning to review and focus on the 7 habits
- Daily character education and manners are taught on the announcements
- Principal and Assistant Principal draw a class to read aloud in each week
- Culture Committee Meetings that address current, relevant concerns related to student achievement and staff morale, sub committees were created
- Continuation of the Child Centered Team (CCT) process that allows for multiple adults to track and monitor the progress of individual students
- Key Staff Development Days for classroom teachers that allows them to plan and prepare for instruction utilizing TRS and Staff Vertical Alignment Days
- Formal and informal Teacher Mentoring programs
- Continued, positive responses to teacher feedback regarding student and staff morale
- Incentive programs for students and teachers regarding attendance and performance

- Daily announcements which teach the Essential 55 and important character rules for life and promote kindness and compassion as a school culture
- Student led World Changers for greeting students and visitors and for conducting daily school announcements
- The number of returning staff who are invested in our school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

HSE has maintained a 100% Highly Qualified staff.

The 2024-2025 school year continues to maintain a 100% highly qualified staff. All new personnel are supported campus-wide by not only being partnered with veteran teachers, but also participating in a formal teacher mentoring program. The professional/staff development that our staff receives is monitored through data, frequent classroom visits by administrators, team meetings, vertical meetings, and individual conferences with teachers throughout the year. For the 2024-2025 school year, HSE maintains one full-time interventionist and four part-time interventionists who assist teachers in addressing the individual needs of all struggling learners. HSE also maintains an RtI Coordinator to help track, identify, and supervise the implementation of the RtI process so that "no child is left behind."

HSE also provides professional development to the staff in order to:

- Increase professional development in core content areas to increase knowledge and understanding
- Develop technology skills in collaboration with TEKS Resource lesson plans
- Increase awareness for staff members regarding community and student home-life needs
- Faculty meetings to share current educational research findings, provide training on differentiation

Staff Quality, Recruitment, and Retention Strengths

Strengths for HSE:

- Formal and informal teacher mentoring
- Increased technology support from campus and district personnel
- Instructional coaching facilitated by the Instructional Specialist (IS) for teachers and administrators for the 2024-2025 school year
- Campus planning meetings to encourage teacher involvement in decision making processes
- Grade-level planning days are given to have data talks on student data.
- Maintaining 100% Highly Qualified instructional staff members

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have recruited quality teachers and are retaining employment. We are focusing on growing our new teachers to use best practices so that they will grow to be master teachers. **Root Cause:** It takes time for new teachers to learn.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

HSE has implemented the district-purchased TEKS Resource Curriculum System (TRS), and is implementing this curriculum in all core subject areas (ELA, Mathematics, Science, Social Studies) utilizing concentrated, instructional focus documents. Campus administrators frequently monitor the implementation of this curriculum through lesson plan reviews, classroom observations, and formal/informal walk-throughs. Principals provide feedback to teachers on observations through Eduphoria T-TESS. HSE teachers are required to meet and track student data during weekly team meetings, and PLC meetings are scheduled throughout the year. All teams are working to track and identify the needs of struggling learners, but they are also working to challenge and address the academic needs of high-achieving students.

In addition, HSE utilizes an Enrichment Time (or SMART Time) to help adequately address the intervention and higher-order needs of all students. This Enrichment block, utilized five days a week, allows all students to receive concentrated, differentiated instruction based on the academic needs of each individual learner. Teachers work together to identify and address the needs of Tier 2 and Tier 3 struggling learners in small groups, while high-achieving students are simultaneously provided with higher-order instruction opportunities. This Enrichment Time allows for students' instructional time and achievement to be maximized without missing any key, core instructional content. In addition, HSE utilizes common assessments and benchmark testing to aid in the identification of specific objectives that may require more concentrated instruction.

To help address the COVID-19 learning loss, we utilize the Fundations Phonics program for Tier I Reading instruction and the Tier 2 program to use with Tier 2 and 3 Smart Time instruction. For Math, we use Lonestar Learning bulletin board Math as a weekly spiral review of Math skills.

If a student was unsuccessful on STAAR, they receive 30 hours of intervention in each subject failed during SMART Time. This meets the HB 1416 requirements.

Current curricular and instructional activities for teaching staff:

- Monthly meetings with intervention personnel to pursue specific areas to address vertically and horizontally
- TRS horizontal planning time each nine weeks to assist with planning and alignment
- TRS vertical planning time each semester to assist with planning and alignment
- Frequent training in Eduphoria Aware (disaggregation and objective analysis)

In addition to small group intervention and large-scale differentiated instruction through Enrichment Time, HSE also utilizes several computerized intervention programs to aid in the remediation and acceleration of struggling learners. These programs include Lexia, Program for Dyslexia Intervention (PDI), Read Naturally, and IXL. Teachers and paraprofessionals monitor students' performance in these areas and report to the campus RtI Coordinator every nine weeks for analysis and review. Teachers, administrators, and intervention personnel meet monthly to review the individual needs of struggling learners during Child-Centered Team (CCT) meetings.

Curriculum, Instruction, and Assessment Strengths

HSE Curriculum and Instructional Strengths:

- Teacher knowledge and implementation of TRS curriculum
- Disaggregation of data through Eduphoria AWARE
- Classroom and large-scale differentiated instruction and creative learning approaches
- Grade level collaboration to track and identify specific needs of struggling students AND high-achieving students

- TRS horizontal planning and implementation relative to alignment
- TRS vertical planning and implementation relative to alignment
- Implementation of Program for Dyslexia Intervention (PDI), the district-adopted Dyslexia program
- Chromebooks available for all 5th Grade students via 1:1 access
- Chromebooks available for all 3rd and 4th grade students, but not considered 1:1 long term

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students have academic gaps that we are working to close. **Root Cause:** COVID-19 and loss of instruction due to home learning and/or extended absences due to illness.

Parent and Community Engagement

Parent and Community Engagement Summary

For 2024-2025, HSE maintains a number of frequent ongoing activities and events to help inform and involve all parents and community members. Primarily, HSE advocates an "open door policy" for parents to tour the school and observe their child's academic progress.

This school year, HSE continues to keep the school store open, which is funded and manned by parents from our PTSO.

We are recognizing and rewarding positive behavior and students are learning to work hard to earn the school currency in order to purchase items in the school store.

We will hold Family Nights this year.

In addition, HSE teachers will have the opportunity to make scheduled, supervised home visits to students and parents who might gain from additional academic assistance from school personnel. Teachers are seeking to build relationships with parents in a new, refreshing way, so as to provide parents with a comfortable avenue of communicating with school personnel.

HSE activities are posted on the school website and campus marquee. Events and information that are beneficial to parents are communicated to parents through the internet, notes home in both English and Spanish, and frequent phone calls via SchoolMessenger. Newsletters are also sent home each month with highlights of student events, activities, and accomplishments. HSE and the HSE PTSO both have Facebook pages that information is posted on.

Parent and Community Engagement Strengths

- Parent volunteers run our school store.
- Scheduled Home Visits to our local parent and student homes to help maintain connections between school and community
- Frequent phone calls home to parents for positive contact and relationship building
- Increasing number of PTSO members, and increased electronic communication with parents
- Multiple methods of communication to parents regarding student progress and achievement (newsletters, website, Facebook, Blackboard, Skyward, notes home, progress reports, email reminders, home visits, teacher phone calls)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We are continuing to grow our PTSO. **Root Cause:** Parents are working or are not able to attend meetings.

School Context and Organization

School Context and Organization Summary

2024-2025 School Context Summary:

HSE maintains a number of scheduling and support services to appropriately meet the academic needs of all learners. Our campus maintains frequent communication with parents and community members, consistent meeting dates for teachers and paraprofessionals, and regular faculty meetings for professional development opportunities. Teachers are also granted daily planning time to collaborate with colleagues about student progress and data analysis/tracking/monitoring. Intervention personnel work closely with teachers and staff to effectively identify and address the academic needs of all struggling students.

In addition, HSE utilizes an Enrichment Time, or SMART Time, that offers large-scale differentiated instruction to all students. This Enrichment block, utilized five days a week (4 days pull-out and 1 day push-in), allows all students to receive concentrated, differentiated instruction based on the academic needs of each individual learner. Grade levels work together to identify and address the needs of Tier 2 and Tier 3 struggling learners in small groups, while high-achieving students are simultaneously provided with higher-order instruction opportunities. Enrichment Time allows for students' instructional time and achievement to be maximized without missing any classroom instructional content.

School Context and Organization Strengths

- Frequent committee meetings to address vertical alignments, school actions concerns, and school climate
- Faculty meetings to incorporate staff development opportunities
- Monthly grade level meetings to monitor grade levels and to send out school-wide expectations to the campus from administration
- Enrichment Time, or SMART Time, to help differentiate instruction for all learners
- Frequent planning and collaboration opportunities for classroom teachers
- Weekly communication between administration and teaching staff regarding student progress and success
- Organized, large-scale differentiated instruction within all grade levels
- Optimum use of intervention staff and personnel to address the needs of struggling students in ALL grade levels
- Effective communication with parents and community members with regard to student activities

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Limited funding and volunteers for after school instructional programs and extracurricular activities. **Root Cause:** Limited funding and people available.

Technology

Technology Summary

2024-2025 HSE Technology Summary:

HSE incorporates technology into all facets of the school. Struggling students, grade level learners, and high-achieving students all have opportunities to enhance learning through the interactive use of a number of new technologies. HSE has also continued to plan and train staff in order to effectively use document cameras and projectors. Teachers are able to create engaging interactive lessons with dynamic components that would otherwise not be utilized in a traditional classroom setting. Document cameras enable teachers to place creative items, handouts, textbooks, do Science experiments, and display live images for classroom students via a ceiling mounted projector. In addition, most classrooms at HSE are equipped with live interactive SMART Boards. SMART Boards allow students to participate and engage in lessons in a digital fashion. This technology has helped to create a dynamic, interactive classroom for all HSE students. For the classrooms who have opted to not have a SMART Board, teachers utilize the document camera and stream information from their computer through the document camera and project it on the white board.

Our 5th grade students are a 1:1 Chromebook program to allow for more ongoing classroom technology usage. Instructional technology, paired with campus technology, maintains ongoing training with our 5th grade teachers to help keep instructional approaches current and effective.

Lampasas ISD has also opened up the school networks and workstations for teachers, allowing the use of more educational resources on a wider scale. HSE utilizes Eduphoria AWARE to disaggregate data, complete appraisals, communicate with teachers regarding observations, create testing and benchmark items, and submit technology work orders for questions or concerns regarding technology. Through Eduphoria Strive, administrators and teachers can track all staff development trainings, enter Teacher T-TESS goals, walkthroughs, and summative evaluations. Eduphoria Formspace enables teachers to create, disseminate, and disaggregate data from all types of surveys. Eduphoria Help Desk allows technology and maintenance personnel to track and fill requests from staff regarding classroom technology concerns. HSE is now utilizing Eduphoria Forethought for all lesson plans.

Technology Strengths

- Continued implementation of a variety of technological software and hardware to enhance instruction (ex. SMART Boards, Document Cameras, Smart projectors, Chromebooks, and standard computerized interventions)
- Usage of district technology coordinator and technology personnel
- Use of Eduphoria to observe staff, communicate technology needs, and disaggregate student data
- Continued staff development in new technologies and software usage

Problem Statements Identifying Technology Needs

Problem Statement 1: We have a high number of economically disadvantaged students who do not have access to technology in the home. **Root Cause:** Students' families cannot afford technology due to being economically disadvantaged.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

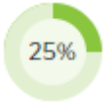
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

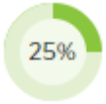
Goals

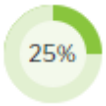
Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in Mathematics, Science, Social Studies, and the Reading and Writing of the English language.

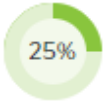
Performance Objective 1: By Spring 2025, the percentage meeting or exceeding proficiency will meet or exceed state average on the STAAR tests. HSE will meet or exceed 81% on the 3rd grade Reading STAAR.

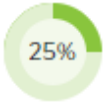
Evaluation Data Sources: All students and each special population will exceed the state average on the STAAR tests, meet ARD expectations, and the Campus/District will meet AYP.

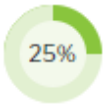
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will use the scientifically research-based TEKS Resource System TRS to ensure academic success for all students in all classes. **Strategy's Expected Result/Impact:** Teacher-made and Released Tests; Common Assessments and Benchmark Tests; Textbook Evaluation Instruments **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal, Elementary Curriculum Specialist; Teachers				

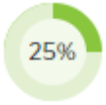
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to integrate higher-level thinking and problem-solving skills into the instruction of all classes; collaborate on grade level essential questions for TEKS. **Strategy's Expected Result/Impact:** Data Walks Data; TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Benchmark Tests **Staff Responsible for Monitoring:** Assistant Superintendent; Principal, Elementary Curriculum Specialist; Teachers				

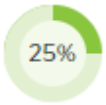
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: HSE will utilize Eduphoria Aware to disaggregate data so that student strengths and weaknesses may be addressed with appropriate interventions. **Strategy's Expected Result/Impact:** TRS Timeline; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests **Staff Responsible for Monitoring:** Assistant Superintendent; Principal, Elementary Curriculum Specialist; Teachers; Instructional Technologist **Title I:** 2.4, 2.5, 2.6				

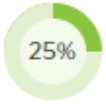
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will utilize our current TRS Writing TEKS, "I" planning page, and sentence stems, as well as Daily 5 Work on Writing in 3rd-5th grade and ELPS strategies in K-5, to help further evaluate and address the writing deficiencies of all subgroup students in 3rd-5th grade, TELPAS 2nd through 5th, and typing skills for grades 2-5 for TELPAS and 3-5 for STAAR. **Strategy's Expected Result/Impact:** Benchmarks, Common Assessments, STAAR Scores, After School Tutorials **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Coordinator, Interventionists, ESL Teacher, Teachers **Title I:** 2.4, 2.5, 2.6				

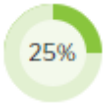
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: HSE will provide targeted Reading and Math interventions in order to help address the Reading and Math deficiencies among subgroup students (in addition to all other struggling learners). We will also target students who were not successful on the STAAR test. They will receive at least 30 hours in additional intervention to meet the HB 1416 requirements. **Strategy's Expected Result/Impact:** Benchmarks, Common Assessments, STAAR Scores, Case Management and CCT Notes **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Coordinator, Interventionists, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Campus Instructional Specialist will train core-subject teachers to include ESL facilitators and SPED teachers on specific research-based academic strategies. **Strategy's Expected Result/Impact:** Benchmarks, Common Assessments, STAAR Scores, After School Tutorials **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Coordinator, Interventionists, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: HSE will utilize the district's elementary librarian and employ one library assistant 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. **Funding Sources:** - 199 - General Fund - Library 99 Undistributed - $79,222				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: HSE staff will provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund - Instruction 99 Undistributed - $11,820				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: In compliance with House Bill 3, Lampasas ISD will ensure that all K-3rd grade teachers, as well as Elementary Principals, will attend relevant Reading Academies by the end of the 2024-25 school year. Fundations will be utilized daily in Reading instruction grades Pre-K - 3 and in Reading SMART Time. **Strategy's Expected Result/Impact:** Increased Reading achievement among all students in PK-3rd grade. Continued improvement on Reading assessments for all Lampasas ISD students over time. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Principal, Instructional Specialist **Funding Sources:** - 199 - General Fund - Early Education Allotment 36 - $113,771				

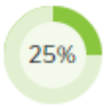
Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will facilitate individual Reading and Math goal setting for all students. **Strategy's Expected Result/Impact:** Student growth will be tailored to individual student need to maximize student progress. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

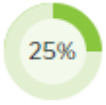
 No Progress  Accomplished  Continue/Modify  Discontinue

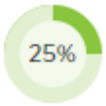
Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in Mathematics, Science, Social Studies, and the Reading and Writing of the English language.

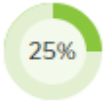
Performance Objective 2: Targeted Interventions will be provided to all at-risk students.

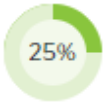
Evaluation Data Sources: The Accountability Index 3 will reflect a closing of performance gaps above the state target score.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will offer educational support, intensive instruction, and/or small group remediation opportunities to at-risk students in an effort to reduce any disparity in performance on state assessments. As a Title I school, HSE will maintain an ongoing process to identify at-risk students and address their educational needs via educational support personnel and supplemental programming. **Strategy's Expected Result/Impact:** Improved performance on state assessments and benchmarks; Intervention tracking; progress reports; Nine-week Reports; Semester Grades; Benchmark Tests **Staff Responsible for Monitoring:** Assistant Superintendent; Special Education Director; Principal; Elementary Instructional Specialist; Teachers; Section 504 Mentor **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund - SCE Allotment 24/28/30 - $257,324				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: HSE will target special population students that are at-risk and need intervention to improve academically including such groups as ESL, SpEd, Section 504 and Economically Disadvantaged. **Strategy's Expected Result/Impact:** Weekly Progress Reports, Six Week Reports, Semester Grades, Benchmark Tests, Intervention Tracking **Staff Responsible for Monitoring:** Assistant Superintendent, Instructional Specialist, Principal, Teachers, Special Education Director, 504 Coordinator **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 199 - General Fund - SPED Allotment 23/33 - $1,332,495				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: HSE will target individual student strengths and weaknesses through flexible grouping, differentiated instruction, and IXL using benchmarks and assessments diagnostically to drive instruction. **Strategy's Expected Result/Impact:** TRS Timeline; Weekly Progress Reports; Nine Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Elementary Curriculum Specialist; Teachers; Instructional Technologist **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will continue to implement areas of focus (academic vocabulary/ELPS) in regard to migrant and Emerging Bilinguals (formerly known as ESL) students. EB Reading deficiencies will also be addressed via small group and Enrichment times. **Strategy's Expected Result/Impact:** Program Reports; Progress Report; PEIMS; AEIS; TELPAS **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; ESL Facilitator.; Teachers **Funding Sources:** - 199 - General Fund - Bilingual/ESL Allotment 25 - $4,866				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: HSE will provide academic support for struggling learners and increase student engagement through the use of interventionist support personnel (RtI Coordinator, Interventionists and Intervention paraprofessionals). **Strategy's Expected Result/Impact:** District-wide Increased student engagement and student performance. **Staff Responsible for Monitoring:** Assistant Superintendent, Principal, Instructional Specialist, Interventionists, Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - Title I, Part A - $371,562				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide targeted supplemental instruction for any student who is at risk of school failure to include dyslexia, 504, students with special education disabilities, as well as students within the RtI System. **Strategy's Expected Result/Impact:** Weekly; Semester Observations; Intervention Tracking **Staff Responsible for Monitoring:** Principal; Counselor; Teachers; Program for Dyslexia Intervention (PDI) **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 224 - IDEA B, Formula SPED - $108,762, - 199 - General Fund - Dyslexia Allotment 37/43 - $106,804	25%			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Continue to service our K-2 students who are struggling with reading in the Remedial Reading Lab including Lexia Reading and Intervention personnel. **Strategy's Expected Result/Impact:** Program feedback from Lexia Learning; progress monitoring; common assessments; intervention feedback **Staff Responsible for Monitoring:** Principal; Interventionists **Title I:** 2.4, 2.5, 2.6	25%			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Work with the ESC Region 12 in the implementation of the seven areas of focus in regards to Migrant/ Emerging Bilingual 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 **Strategy's Expected Result/Impact:** Annual Performance Report; Migrant Application/Form Required **Staff Responsible for Monitoring:** Principal; Counselor; PEIMS Clerk; ESC XII	25%			

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: HSE will use the Fundations phonics program for Reading instruction in grades K-3 for all daily Reading instruction. HSE will also utilize the Tier 2 Fundations phonics program for our SMART Time targeted Tier 2 and Tier 3 instruction. **Strategy's Expected Result/Impact:** HSE will see improvement in our students who are reading on or above grade level. This will also impact our STAAR scores in the long run, because more students will be reading on or above grade level if they are being instructed with this program starting in Kindergarten. **Staff Responsible for Monitoring:** Principal; Instructional Specialist; RtI Coordinator; Reading Interventionists; Teachers **Title I:** 2.4, 2.5, 2.6	25%			

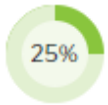
Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Students assigned to DAEP will receive academic support that is equitable to students on a home campus. Secondary students will receive assignments from campus teachers through the learning management systems. (Canvas or Google) Elementary students will be sent hard copy assignments. 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:** None **Staff Responsible for Monitoring:** None	25%			

0% No Progress 100% 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 1: By Spring 2025, the percentage meeting advanced performance will meet or exceed state average on the STAAR tests. Students at HSE will meet or exceed 81% on the 3rd grade STAAR Approaches passing rate, 42% on Meets passing standard, and 23% Masters passing standard.

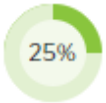
Evaluation Data Sources: 2025 STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies. We will track previously advanced students and students who are close to scoring mastered on the 2024 STAAR test. Students will receive rigorous instruction during Enrichment Time, or SMART Time, in order to increase advance performance and continued progress on STAAR assessments. **Strategy's Expected Result/Impact:** TRS Timeline; Weekly Progress Reports; Monthly Data Tracking; Bi-monthly grade level meeting feedback; Six-Weeks Reports; Semester Grades, Benchmark Tests, S.T.A.R. Early Literacy and S.T.A.R. (AR placement test), Technological Resources; Advanced scores on STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, GT Coordinator, and Teachers **Funding Sources:** - 199 - General Fund - GT Allotment 21 - $20,213				

 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 students will be prepared for 'real world' entry after graduation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Incorporate "real-world," higher-order instructional techniques into classroom settings to help foster connections between learning and real-life application. **Strategy's Expected Result/Impact:** T-TESS observations; teacher surveys and feedback; student and parents surveys and feedback, grade level meeting and faculty collaboration **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers				

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will access the TRS online and use the timeline (YAG) template and Instructional Focus Documents (IFDs) to impact instruction. This will help teachers provide effective instruction to ensure that all subjects are aligned. **Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; AEIS; STAAR **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Assistant Principal; Instructional Specialist; Teachers; Technology	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: HSE special education staff will monitor progress on academic, social, emotional, and life skills goals, especially in our Classroom for Autism Programming and Support (CAPS).	25%			

No Progress



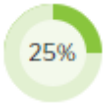
Accomplished

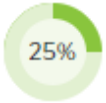

Continue/Modify

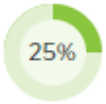

Discontinue

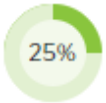
Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

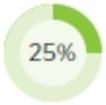
Performance Objective 4: Lampasas ISD will provide all personnel with staff development in identified areas of need.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will support staff development opportunities to improve instructional strategies at all levels in all subject areas. Staff development trainings will relate to specific needs and weaknesses determined by common assessments and feedback from state testing results. This will include staff development for all student populations and programs. **Strategy's Expected Result/Impact:** TRS Timeline; Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests, Lesson Plans; Registration Form; Teacher Survey **Staff Responsible for Monitoring:** Assistant Superintendent; Elementary Curriculum Specialist; Principal; Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by the end of 2024-2025. **Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; HQ Report to NCLB; Observations **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the Lampasas ISD elementary school culture. **Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal; Elementary Curriculum Specialist; Mentor Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will continue to provide staff development in Response to Intervention (RtI) and Child Centered Team (CCT). **Strategy's Expected Result/Impact:** Observations; Student STAAR; TRS YAG/IFD **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Special Education Staff; Counselor				

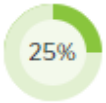
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Principal, Assistant Principal, Instructional Specialist, RtI Coordinator, and Counselor will be utilized to provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. **Funding Sources:** - 199 - General Fund - School Leadership 99 Undistri - $414,612				

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

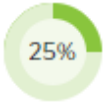
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will provide counseling and offer up-to-date information relating to various careers. **Strategy's Expected Result/Impact:** Counseling Log; Student Surveys; Observations **Staff Responsible for Monitoring:** Principal; Counselor; Teachers				

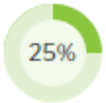
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: HSE will continue to integrate career and occupational instruction through special days such as Ag Day and Family Nights. We will provide students with a variety of extracurricular activities throughout their K-5 experience. **Strategy's Expected Result/Impact:** Lesson Plans; Surveys; Observations **Staff Responsible for Monitoring:** Principal; Counselor; Librarian; Teachers **Funding Sources:** - 199 - General Fund - Extracurricular 99 Undistribu - $15,250				

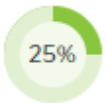
 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: By May 2025, Lampasas ISD campuses containing K-8 will implement programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. **Strategy's Expected Result/Impact:** Observations; Staff Development **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Assistant Principal; Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students in grades 3-5 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:** Superintendent; Assistant Superintendent; Principal; Teachers; Nurses				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: HSE 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:** Superintendent; Assistant Superintendent; Director of Child Nutrition; Director of School Health; Principal; Teachers				

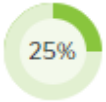
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encouraging healthy eating, and decreasing child obesity rates. **Strategy's Expected Result/Impact:** Surveys; Student Evaluations and Testing; School Health Index; District SHAC, FitnessGram statistical data **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Counselor; Teachers; Campus Nurse; LSSP; Cafeteria Workers; Parents/Community				

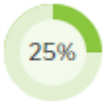
 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: All students will be immersed in the Leader in Me, 7 Habits of Highly Effective People.

Evaluation Data Sources: End of Year LIM survey to be compared to previous year's survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The daily "Mission Moment" read each day on the announcements. **Strategy's Expected Result/Impact:** To teach students how to problem solve and make decisions that will help them throughout life. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Begin each day with the Leader in Me Morning Meeting. **Strategy's Expected Result/Impact:** To discuss, teach and monitor student goals, behaviors and to learn about the 7 Habits more in depth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: All student populations will maintain 95% or better attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Dropout prevention strategies will be provided at HSE for all at-risk students, with a focus on achievement and positive behavior for grades 4 and 5 males. **Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Assistant Principal; Counselor; Teachers; Attendance Clerk	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The importance of good school attendance for all populations (Emerging Bilinguals/ESL, Migrant, homeless, dyslexia, special education, GT and at-risk) will be stressed through announcements, parent orientation, newsletters, and conferences. **Strategy's Expected Result/Impact:** Nine Weeks; Semester **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers; PEIMS Personnel; Attendance Clerk	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: HSE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance. **Strategy's Expected Result/Impact:** Nine Weeks; Semester **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers; PEIMS Personnel; Attendance Clerk	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will work to create a positive campus environment that will instill school pride and school spirit in all students. **Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; Morning Announcements **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Assistant Principal; Teachers	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention. **Strategy's Expected Result/Impact:** Sign-Ins **Staff Responsible for Monitoring:** Assistant Superintendent; Principal	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments. School personnel will be trained with Standard Response Protocol (SRP) for drills and reunification. **Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; District CFO; Principal; Teachers	50%			

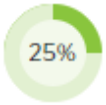
0% No Progress 100% Accomplished Continue/Modify Discontinue

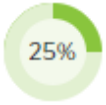
Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

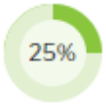
Performance Objective 3: In 2024-2025 a safe, orderly environment at Lampasas ISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

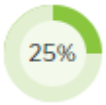
Evaluation Data Sources: A comprehensive safety plan is in place.

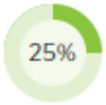
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will continue to support and be a safe and drug-free school/community by providing drug education training for all students. We will participate in Red Ribbon Week and will invite guest speakers to visit with students about maintaining the choices that support a healthy lifestyle. **Strategy's Expected Result/Impact:** PEIMS; Discipline Reports; Counseling Logs; Observations, Lesson Plans; Discipline Referrals **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Teachers; Assistant Principal; Counselor				

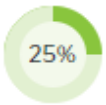
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties. **Strategy's Expected Result/Impact:** Surveys; Observations; Discipline Referrals **Staff Responsible for Monitoring:** Principal; Counselor; LSSP; Behavior Support Staff **Funding Sources:** - 199 - General Fund - Guidance & Counseling 99 Undi - $118,064				

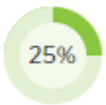
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement bullying prevention programs and instruction to all students. **Strategy's Expected Result/Impact:** Observation and documentation of reported incidents. **Staff Responsible for Monitoring:** Principal; Counselor				

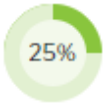
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilities will be monitored on an ongoing basis to decrease opportunities for unsafe situations and of entrance into building by unauthorized people using the Raptor Identification Program. **Strategy's Expected Result/Impact:** Self-evaluations; Observations; Surveys **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Teachers; Technology; Police Department **Funding Sources:** - 199 - General Fund - Security & Monitoring 99 Undi - $5,450				

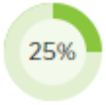
Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: HSE will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations. **Strategy's Expected Result/Impact:** Surveys; Staff Development; Plans; Observations **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; District CFO; Principal; Teachers				

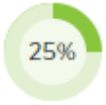
Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: HSE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning. **Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; PEIMS **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Assistant Principal; Teachers				

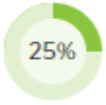
Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: HSE will provide social skills coaching for all students including special populations in order to help prevent discipline problems. **Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; PEIMS **Staff Responsible for Monitoring:** Counselor; Special Education; Teachers; LSSP; Behavior Specialists				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: HSE will have a Leader in Me - LEAD / Positive Behavior Intervention System (PBIS) school-wide and discipline management program that provides for the prevention of and education concerning unwanted physical or verbal aggression, harassment, abuse, bullying, and suicide in schools, on school grounds, and in school vehicles. Students will be paid "Badger Bucks" and will have the opportunity to shop in the school store every six weeks. **Strategy's Expected Result/Impact:** Documentations of program plans **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Assistant Principal; Counselor; RtI Coordinator; Teachers; Behavior Specialists				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: School/District nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum. **Funding Sources:** - 199 - General Fund - Health Services 99 Undistribu - $52,038				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Leader in Me will be implemented in K-5 through daily morning meetings. **Strategy's Expected Result/Impact:** Decrease in discipline and increase in student performance **Staff Responsible for Monitoring:** Principal; Counselor; Teachers **Funding Sources:** - 199 - General Fund - Staff Development 99 Undistri - $7,147				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Students assigned to DAEP will receive weekly instruction in character training, as well as social and emotional support from campus counselors.				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: 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.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

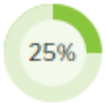
Performance Objective 1: Ensure 100% of certified staff in Lampasas ISD meet professional standards and demonstrate professional competence and skills to assist all students in meeting or exceeding academic expectations.

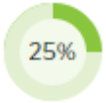
Evaluation Data Sources: Staff development and training sessions will be implemented to ensure all professional staff members are certified and meet "highly qualified".

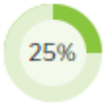
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will employ teachers and support personnel to provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year in order to produce student graduates and successful citizens. **Strategy's Expected Result/Impact:** TExES Results; Student STAAR; HQ Report of NCLB **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal **Funding Sources:** - 199 - General Fund - Basic Education 11 - $2,656,169	25%			

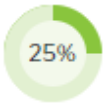
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers. **Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; HQ Report to NCLB; Observations **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The percentage of teachers receiving high-quality professional development will meet 100% by the end of 2024-2025. **Strategy's Expected Result/Impact:** Surveys; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD **Staff Responsible for Monitoring:** Assistant Superintendent; Principal **Funding Sources:** - 199 - General Fund - Staff Development 99 Undistri - $9,190	50%			

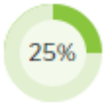
Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: The percentage of core academic subject area classes taught by highly qualified teachers will meet 100% by the end of 2024-2025.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Class Schedules; Student STAAR; HQ Report to NCLB; Observations **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the Lampasas ISD elementary school culture.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD **Staff Responsible for Monitoring:** Assistant Superintendent; Human Resource Department; Principal Elementary Curriculum Specialist; Mentor Teachers				

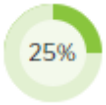
Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: HSE will continue to provide opportunities for teachers to observe in peer classrooms within the district.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Class Schedules; Student STAAR; HQ Report to NCLB; Observations **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principal; Elementary Curriculum Specialist				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: HSE staff will receive walk-through feedback on a regular basis to monitor student progress and teacher fidelity to district curriculum.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Walk-through documentation **Staff Responsible for Monitoring:** Principal; Assistant Principal; Curriculum Specialist				

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: HSE will continue to provide staff development in Response to Intervention (RtI) and Child Centered Team (CCT).	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Sign-in documentation **Staff Responsible for Monitoring:** Principal; Special Education Staff; Interventionist				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: HSE administration and Instructional Specialist will participate in professional development aligned to our campus goals for Reading achievement, to include innovative methods for ongoing, formative assessment. **Staff Responsible for Monitoring:** Principal; Assistant Principal; Instructional Specialist				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The Leadership Team and teachers will participate in observations of campuses who have fully implemented Leader in Me (LIM) as well as exemplary campuses in our comparison group. **Strategy's Expected Result/Impact:** Culture **Staff Responsible for Monitoring:** Principal; Assistant Principal; Instructional Specialist; Counselor; RtI Coordinator; Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: We will grow the leadership skills in teachers through the Lighthouse Committee. The teachers on the Lighthouse Committee will lead the three campus committees made up of the rest of the faculty. The three committees are Building Leaders (Encompasses both student and teacher leadership), Culture, and Academics. **Strategy's Expected Result/Impact:** To grow teachers and students to be leaders. **Staff Responsible for Monitoring:** Leadership Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

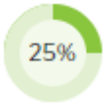
Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

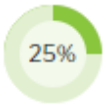
Performance Objective 1: Develop and utilize a variety of strategies to ensure communication with all parents and community members regarding school news/information, student achievement, meetings, and training sessions.

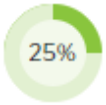
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress. **Strategy's Expected Result/Impact:** Signed Documents; Surveys; Observations; Attendance Sheets **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Teachers **Title I:** 4.1	100%	100%	100%	

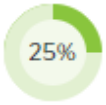
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: A campus newsletter will continue to be provided to all parents. Also, communication about school events will be provided in both English and Spanish. **Strategy's Expected Result/Impact:** Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data **Staff Responsible for Monitoring:** Principal; Teachers; PTSO Secretary	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through a variety of methods, we will inform parents and families in the area of parent involvement, policy, best practices, and program requirements for the Title 1 program. A yearly review of Title 1 requirements will be provided to parents. **Strategy's Expected Result/Impact:** Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Teachers; PTSO Secretary **Title I:** 4.2	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: HSE will provide incentives to encourage attendance at Family Nights for all students. **Strategy's Expected Result/Impact:** Attendance Sheets; Incentives Received **Staff Responsible for Monitoring:** Principal; Librarian; ESL Teacher; GATE Teacher **Title I:** 4.2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Parents will be able to access individual student grades and other educational information by using Family Access and the District and campus homepages. **Strategy's Expected Result/Impact:** Data from Technology **Staff Responsible for Monitoring:** Teachers; Office Staff; Technology; Instructional Technologist				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teachers and Intervention personnel will conduct regularly scheduled home visits, initiate positive phone calls to parents, and offer additional parent assistance via email or conferences to the parents of Tier 2 and Tier 3 struggling learners. **Strategy's Expected Result/Impact:** Timeline tracking forms, Parent Feedback, Surveys, Phone calls/communication for parents and community, email responses **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Intervention Personnel **Title I:** 4.2				

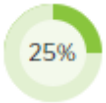
Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Encourage participation and attendance in our PTSO meetings to help service and support students. **Strategy's Expected Result/Impact:** Sign-In Sheets and parent surveys **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 4.2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Coordinate with the district to offer "Pre-Kindergarten/Kindergarten Round-Up" to reach out to parents and Head Start participants. We have also collaborated with local agencies to recruit and offer tours for incoming Kindergarten students.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

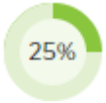
Performance Objective 2: Offer training to all Lampasas ISD families.

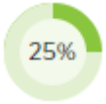
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: HSE will encourage parent participation, as well as increased attendance, at Family Nights (for all students) and Parent Education Nights through increased communication, letters, newsletters, email, Remind 101, and SchoolMessenger. **Strategy's Expected Result/Impact:** Attendance Sheets; Incentives **Staff Responsible for Monitoring:** Principal; Librarian; ESL Teacher; GATE Teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

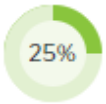
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through district participation in the Community Resources Coordination Groups (CRCG), HSE will maintain open communication between Lampasas ISD and local government agencies. **Strategy's Expected Result/Impact:** Communication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

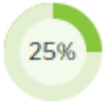
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act and utilize Foster Care & Student Success: Texas Systems Working Together to Transform Education Outcomes of Students in Foster Care to support foster students. **Strategy's Expected Result/Impact:** McKinney-Vento Student Residency Questionnaire, identification in Skyward of students in foster care **Staff Responsible for Monitoring:** Assistant Superintendent; Counselors; Campus PEIMS clerks				

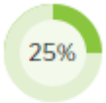
 No Progress  Accomplished  Continue/Modify  Discontinue

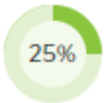
Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration.

Performance Objective 1: All core teachers will integrate the National Educational Technology Standards for Students (NETS-S) into instruction with K-5 teachers specifically integrating Texas Technology Application TEKS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continue to increase integration of technology which may include SMART Boards, Chromebooks, and computer labs in the delivery of instruction and in student use of technology in learning activities. **Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; AEIS; STAAR **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Assistant Principal; Teachers; Technology; Elementary Instructional Technologist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All 5th Grade Teachers will be issued 1:1 Chromebooks with 5th grade students in order to increase the use of individualized instructional technology resources. **Strategy's Expected Result/Impact:** Benchmarks, Common Assessments, STAAR results, verbal and survey feedback from students, teachers, and technology personnel **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers, Intervention Personnel; Technology Personnel; Instructional Technologists				

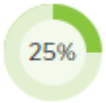
Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will integrate educational programs (Generation Genius, Lexia, Social Studies Weekly, AR, IXL, Read Naturally, Reading by Design, and BrainPop Jr.) into instructional times to provide a variety of opportunities for students to access technology and enhance learning. **Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; AEIS; Generation Genius; STAAR **Staff Responsible for Monitoring:** Assistant Superintendent; Principal; Assistant Principal; Teachers; Technology; Instructional Technologist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will work with students and parents to initiate the online Accelerated Reading (AR) program to help foster continued reading (in-school and at home) for all students. Testing is at school only. **Strategy's Expected Result/Impact:** Feedback and data from the AR program; Input from students, parents, and teachers **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers; Librarian; Library Assistant				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: With the goal of meeting the National Educational Technology Standards for Teachers (NETS-S), all teachers will attend 6 hours of technology professional development during the school year. (StaR Chart developing)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize instructional technologist to provide teachers and assistants with relevant technology trainings related to Chromebooks, Google Classroom, Eduphoria, MClass testing (K-2), IXL, TEKS will be utilized. **Strategy's Expected Result/Impact:** T-TESS Observations; Teacher feedback and survey data; Data from Instructional Technologist **Staff Responsible for Monitoring:** Principal; Assistant Principal; Counselor; Librarian; Library Assistant; Teachers; Instructional Technologist				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: HSE will plan for and use resources available to provide and maintain educational facilities.

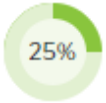
Performance Objective 1: Develop and monitor short and long range facility plans in coordination with district administration and campus site based team members.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administration will analyze and plan accordingly for short and long-range facility improvements. **Funding Sources:** - 199 - General Fund - Facilities Maintenance & Oper - $256,083	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: HSE will plan for and use resources available to provide and maintain educational facilities.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Child Nutrition Department will provide qualifying Lampasas ISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law. **Funding Sources:** - 240 - Child Nutrition - $336,502				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Amy Strickland	Intervention Aide	Intervention	1.0
April Johnson	RtI Coordinator	Intervention	1.0
Dayna Berry	Part Time Interventionist	Intervention	1.0
Jennifer Gibbs	Interventionist	Intervention	1.0
Kerrie Walling	Intervention Aide	Intervention	1.0
Sonia Mejia-Alvarez	Intervention Aide	Intervention	1.0
Tricia Mumme	Interventionist	Intervention	1.0
Vickie McQueen	Part Time Interventionist	Intervention	1.0

Campus Funding Summary

199 - General Fund - Basic Education 11					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1			$2,656,169.00
				Sub-Total	$2,656,169.00
				Budgeted Fund Source Amount	$2,656,169.00
				+/- Difference	$0.00

199 - General Fund - GT Allotment 21					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$20,213.00
				Sub-Total	$20,213.00
				Budgeted Fund Source Amount	$20,213.00
				+/- Difference	$0.00

199 - General Fund - SPED Allotment 23/33					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$1,332,495.00
				Sub-Total	$1,332,495.00
				Budgeted Fund Source Amount	$1,332,495.00
				+/- Difference	$0.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$257,324.00
				Sub-Total	$257,324.00
				Budgeted Fund Source Amount	$257,324.00
				+/- Difference	$0.00

199 - General Fund - Bilingual/ESL Allotment 25					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$4,866.00
				Sub-Total	$4,866.00

199 - General Fund - Bilingual/ESL Allotment 25					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$4,866.00
				+/- Difference	$0.00

199 - General Fund - Early Education Allotment 36					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$113,771.00
				Sub-Total	$113,771.00
				Budgeted Fund Source Amount	$113,771.00
				+/- Difference	$0.00

199 - General Fund - Dyslexia Allotment 37/43					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$106,804.00
				Sub-Total	$106,804.00
				Budgeted Fund Source Amount	$106,804.00
				+/- Difference	$0.00

199 - General Fund - Instruction 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$11,820.00
				Sub-Total	$11,820.00
				Budgeted Fund Source Amount	$11,820.00
				+/- Difference	$0.00

199 - General Fund - Library 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$79,222.00
				Sub-Total	$79,222.00
				Budgeted Fund Source Amount	$79,222.00
				+/- Difference	$0.00

199 - General Fund - Staff Development 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	10			$7,147.00
4	1	3			$9,190.00

199 - General Fund - Staff Development 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$16,337.00
				Budgeted Fund Source Amount	$16,337.00
				+/- Difference	$0.00

199 - General Fund - School Leadership 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	5			$414,612.00
				Sub-Total	$414,612.00
				Budgeted Fund Source Amount	$414,612.00
				+/- Difference	$0.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	2			$118,064.00
				Sub-Total	$118,064.00
				Budgeted Fund Source Amount	$118,064.00
				+/- Difference	$0.00

199 - General Fund - Health Services 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	9			$52,038.00
				Sub-Total	$52,038.00
				Budgeted Fund Source Amount	$52,038.00
				+/- Difference	$0.00

199 - General Fund - Extracurricular 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	2			$15,250.00
				Sub-Total	$15,250.00
				Budgeted Fund Source Amount	$15,250.00
				+/- Difference	$0.00

199 - General Fund - Facilities Maintenance & Oper					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$256,083.00

199 - General Fund - Facilities Maintenance & Oper					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$256,083.00
				Budgeted Fund Source Amount	$256,083.00
				+/- Difference	$0.00

199 - General Fund - Security & Monitoring 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	4			$5,450.00
				Sub-Total	$5,450.00
				Budgeted Fund Source Amount	$5,450.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$371,562.00
				Sub-Total	$371,562.00
				Budgeted Fund Source Amount	$371,562.00
				+/- Difference	$0.00

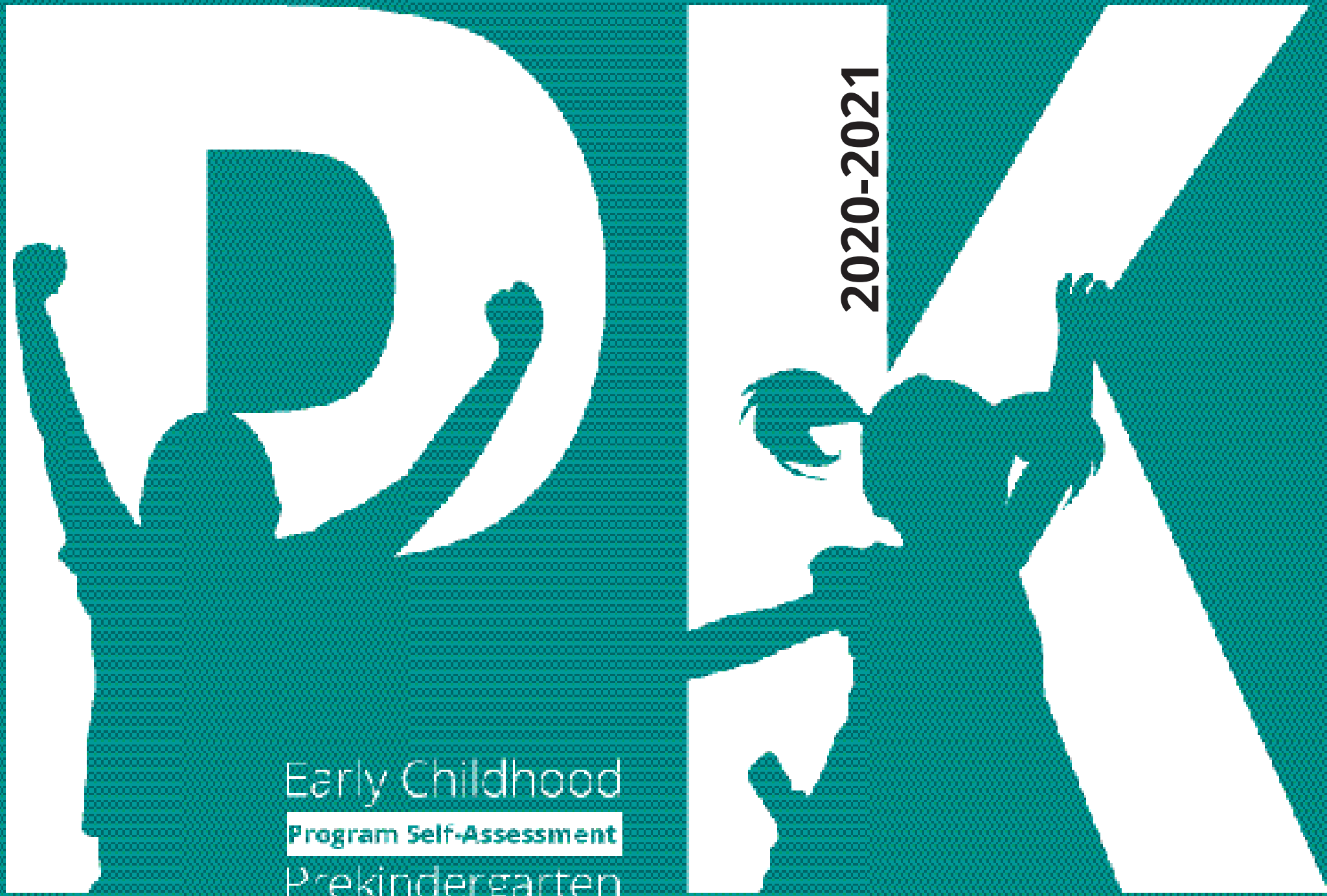
224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$108,762.00
				Sub-Total	$108,762.00
				Budgeted Fund Source Amount	$108,762.00
				+/- Difference	$0.00

240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	1			$336,502.00
				Sub-Total	$336,502.00
				Budgeted Fund Source Amount	$336,502.00
				+/- Difference	$0.00

282 - Elem & Sec School Emergency Relief-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

282 - Elem & Sec School Emergency Relief-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$6,277,344.00
				Grand Total Spent	$6,277,344.00
				+/- Difference	$0.00

Addendums



TEA
Texas Education Agency

Early Childhood Program Self-Assessment

In 2017, the Texas Education Agency (TEA) developed and disseminated our High-Quality Prekindergarten Self-Assessment (now known as the Early Childhood Program Self-Assessment) to support school districts and charter schools in their ongoing effort to evaluate and improve their early education programs. There is no requirement or expectation regarding the submission of evaluation scores back to the TEA.

Your survey suggestions helped us create new versions of the Early Childhood Program Self-Assessment for prekindergarten and for kindergarten. Both of the aforementioned program self-assessment tools, along with the new 1st and 2nd grade versions, will be posted online in fall 2020.

Research shows that children who attend high-quality early childhood programs obtain better outcomes and are better prepared for school and life. We hope this program evaluation tool will assist you as you analyze your program and plan for next steps in continuous quality improvement. The TEA Early Childhood Division is here to answer your questions, provide technical assistance, and help you to plan for your program. Please do not hesitate to contact us using the contact information on the last page of this program self-assessment tool. We will continue to ask for your feedback to assist us in ensuring that future iterations accurately reflect viewpoints from all over Texas.

Thanks for all that you do to help our youngest learners succeed!

Regards,

Jacquie Porter
Statewide Director Early Childhood Education
The Texas Education Agency

Overview

The Early Childhood Program Self-Assessment was created to assist administrators in evaluating their early childhood programs and making program adjustments to meet the needs of all students.

What It Is

- A means of internal reflection and evaluation of current practices
- A voluntary method to identify areas of strength and opportunities for growth
- A process to measure the extent to which growth has occurred
- A tool to inform continuous improvement

What It Is Not

- A system of scoring, grading or labeling a program
- A tool used to publicly compare or judge prekindergarten programs
- A prekindergarten staff evaluation tool
- A means of comparing individual prekindergarten sites within a school district/charter

Early Childhood Program Self-Assessment Guide

A self-assessment guide is available to support local education agencies (LEAs) in utilizing the program evaluation tool. The guide provides definitions, explanations, resources, and other helpful information. The program self-assessment guide can be found on this TEA web page https://tea.texas.gov/academics/early-childhood-education/high-quality-early-childhood-program-self-assessment.

Quality Components and Strategies

Component	Strategies
Access / Enrollment	✓ Eligible 4-year-olds ✓ Eligible 3-year-olds ✓ Outreach Strategies ✓ Enrollment Plan ✓ Enrollment Process
Administrative and Teaching Staff	✓ Education Aide Qualifications ✓ Teacher Qualifications ✓ Teacher Evaluations ✓ Teacher Professional Development ✓ Coaching and Mentoring ✓ Administrator Professional Development ✓ Leading Continuous Improvement
Curriculum	✓ Curriculum ✓ Scope and Sequence ✓ Curricular Integration ✓ Vertical Alignment ✓ Horizontal Alignment
Instruction	✓ Instructional Activities ✓ Instructional Settings ✓ Supporting Special Populations ✓ Children with Special Needs ✓ Teacher Interactions with Students ✓ Supporting the Whole Child ✓ Student to Teacher Ratio

Component	Strategies
Assessment	✓ Formative Assessment ✓ Summative Assessment ✓ Data-Driven Practices ✓ Family Input ✓ Referrals/Intervention
Learning Environments	✓ Physical Arrangement ✓ Link to Classroom Instruction ✓ Procedures and Routines ✓ Supporting Student Behavior ✓ Daily Schedule ✓ Classroom Displays ✓ Outdoor Environment
Family Engagement	✓ Family Engagement Plan ✓ Communication Practices ✓ Inclusive Family Engagement Policy ✓ Family Conferences and/or Home Visits ✓ Reporting Student Progress ✓ Program Expectations ✓ Attendance Plan ✓ On-Campus Opportunities ✓ Participation ✓ Support to Families
Transition	✓ LEA and non-LEA Shared Professional Development ✓ Collaborative Meetings with Early Care and Education Providers ✓ Sharing Student Data ✓ Family Transition Strategies ✓ Transition Plan

Instructions

The program self-assessment presents rubrics that outline indicators for three levels of quality for each strategy within each quality component. Complete the program evaluation tool by reading the indicators and selecting the indicator that best describes your program. Utilize the results from the tool to create a continuous improvement plan. A continuous improvement plan template is provided in the Early Childhood Program Self-Assessment Guide.

Step 1. Read the indicators at each level

Step 2. Circle the indicator that best describes your prekindergarten program

Example

Prekindergarten teachers in a school district send out weekly newsletters to inform families of the concepts and skills their child will be learning that week. The district has provided a template for teachers to use.

Strategies	Developing	Proficient	Exemplary
Communication Practices	LEA provides guidance and supports to teachers to ensure that teachers communicate about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals **through multiple modes of communication** with families.

Step 3. Compile results using the chart on page 17

Step 4. Identify strengths, opportunities for growth, and next steps for continuous improvement on page 18

Step 5. Use results to create a continuous improvement plan (template is provided in the program self-assessment guide)

Access / Enrollment

Strategies	Developing	Proficient	Exemplary
Eligible 4-yr-olds	**Fewer than 50%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**Between 50 and 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**More than 75%** of eligible 4-year-olds in the community, including 4-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Eligible 3-yr-olds	**Fewer than 50%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**Between 50 and 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.	**More than 75%** of eligible 3-year-olds in the community, including 3-year-old children with disabilities and English Learners, are enrolled in an LEA-provided or LEA-partnership prekindergarten program.
Outreach Strategies	LEA utilizes **one** family or caregiver outreach activity to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes **two** family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.	LEA utilizes **three or more** family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided or LEA-partnership prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
Enrollment Plan	Enrollment plan **varies from campus to campus** within an LEA.	LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week and provides enrollment information to families in a manner they can understand.**	LEA implements an enrollment plan **across all campuses that addresses all steps for completing prekindergarten enrollment, includes an annual enrollment day/week with extended hours to accommodate families' schedules and provides enrollment information to families in a manner they can understand.**
Enrollment Process	Enrollment process varies from campus to campus within an LEA. The enrollment process may take **multiple visits to complete**.	LEA implements an enrollment process that enables families to **complete enrollment in one visit.**	LEA implements an enrollment process that enables families to **complete enrollment in one visit. LEA provides assistance, when needed, to acquire the necessary documentation (e.g. birth certificate).**

Administrative and Teaching Staff

Strategies	Developing	Proficient	Exemplary
Educational Aide Qualifications	Not applicable	LEA employs prekindergarten educational aides that have an Educational Aide I, Educational Aide II or Educational Aide III certificate. TEC 21.003 (a) – *LEGAL REQUIREMENT*	Not applicable
Teacher Qualifications	Not applicable	LEA ensures that all prekindergarten teachers are appropriately certified according to their teaching assignment and meet one "additional qualification." TEC 29.167 (b) (c); 19 TAC 102.1003(d) *LEGAL REQUIREMENT*	Not applicable
Teacher Evaluations	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs.	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. **LEA uses evaluation data to inform continuous improvement efforts.**	LEA ensures that teaching staff are evaluated annually using multiple sources of data, including data that captures and reflects staff's ability to address all student needs. **LEA uses evaluation data to inform continuous improvement efforts. An early childhood specific research-based evaluation tool (e.g. CLI-COT, ERS, CLASS, etc.) is consistently used to supplement the LEA's teacher evaluation tool.**
Teacher Professional Development	LEA ensures **some** of the professional development activities offered to prekindergarten teachers are early childhood specific.	LEA ensures **most** of the professional development activities offered to prekindergarten teachers are early childhood specific.	LEA ensures **most** of the professional development activities offered to prekindergarten teachers are early childhood specific **and connected to needs identified by student progress monitoring data and teacher evaluation results.**
Coaching and Mentoring	LEA ensures **some** of the prekindergarten teachers receive coaching and mentoring.	LEA ensures **most** of the prekindergarten teachers receive coaching and mentoring.	LEA ensures **all** of the prekindergarten teachers receive coaching and mentoring.
Administrator Professional Development	Campus- and LEA-level administrators overseeing early childhood programs **do not attend** early childhood specific professional development activities.	Campus- and LEA-level administrators overseeing early childhood programs **participate annually in one** early childhood specific professional development activity.	Campus- and LEA-level administrators overseeing early childhood programs **participate annually in at least two** early childhood specific professional development activities.
Leading Continuous Improvement	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes.	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes **and the quality of the prekindergarten program**.	LEA has structures in place to assist administrators in routinely monitoring progress towards increasing positive child outcomes **and the quality of the prekindergarten program. LEA assists campuses in making program adjustments throughout the year based on monitoring.**

Curriculum

Strategies	Developing	Proficient	Exemplary
Curriculum	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines. TEC 29.167; 19 TAC 102.1003 (b) *LEGAL REQUIREMENT*	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines **and provides supports for English Learners and students with special needs. A fully aligned curriculum in the student's primary language is provided for English Learners served through bilingual education.**	LEA's prekindergarten curriculum aligns with all of the 2015 Texas Prekindergarten Guidelines **and provides supports for English Learners and students with special needs. A fully aligned curriculum in the student's primary language is provided for English Learners served through bilingual education. The effectiveness of the curriculum to maximize kindergarten readiness is evaluated annually.**
Scope and Sequence	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **most** concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed and implemented to ensure that **all** concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.	LEA-wide scope and sequence (for 3-year-old and 4-year-old students) is developed, implemented **and evaluated annually** to ensure that **all** concepts and skills in the ten domains of the 2015 Texas Prekindergarten Guidelines are introduced, reinforced and practiced within the prekindergarten year.
Curricular Integration	LEA provides teachers with resources to support curricular integration across **most** of the domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across **all** ten domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides teachers with resources to support curricular integration across **all** ten domains in the 2015 Texas Prekindergarten Guidelines **and in all learning centers.**
Vertical Alignment	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through an **annual joint planning meeting** to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **two joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.	Strong, consistent vertical alignment across prekindergarten to grade 2 curriculum and instruction (monolingual and bilingual) is achieved through **three joint planning meetings annually** to understand what is taught, how it is taught and how it is assessed at each grade level.
Horizontal Alignment	Teachers' planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms.	Teachers' planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms **as evidenced by common curricular goals, themes/units/projects, routines and schedules.**	Teachers' planning meetings support horizontal alignment of the curriculum and instruction between prekindergarten classrooms **as evidenced by common curricular goals, themes/units/projects, routines and schedules. Planning meetings include a review of assessment data.**

Instruction

Strategies	Developing	Proficient	Exemplary
Instructional Activities	LEA provides support to teachers in the use of the prekindergarten curriculum to implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.	LEA provides support to teachers in the use of the prekindergarten curriculum to **plan and** implement activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.	LEA provides support to teachers in the use of the prekindergarten curriculum to **plan,** implement **and evaluate** activities that introduce, reinforce and practice new concepts and skills within the theme/unit/project.
Instructional Settings	LEA supports that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers in both indoor and outdoor contexts.	LEA supports **and ensures** that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers in both indoor and outdoor contexts.	LEA supports **and ensures** that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers **that maximize student choice and utilize student interests** in both indoor and outdoor contexts.
Supporting Special Populations	LEA provides supports for teachers to differentiate instruction for English Learners and provide appropriate accommodations and modifications for students with special needs.	LEA provides supports **and ensures** teachers differentiate instruction for English Learners and provide appropriate accommodations and modifications for students with special needs.	LEA provides supports **and ensures** teachers differentiate instruction for English Learners and provides appropriate accommodations and modifications for students with special needs. **These supports are evaluated annually.**
Children with Special Needs	Special education services within the LEA are available, but **limited to one educational environment.**	Special education services within the LEA are available **and offered across a continuum of services based on the individual needs of the student.**	Special education services within the LEA are available **and offered across a continuum of services based on the individual needs of the student. The continuum of services is evaluated at least annually.**
Teacher Interactions with Students	LEA provides supports to teachers in spending equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports **and ensures** teachers spend equal interaction time with students addressing student behavior and supporting and scaffolding learning.	LEA provides supports **and ensures** teachers spend **the majority of** interaction time with students supporting and scaffolding learning.
Supporting the Whole Child	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **most** of the domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **all** domains in the 2015 Texas Prekindergarten Guidelines.	LEA provides supports and resources to ensure play and hands-on activities are intentionally used daily to support **all** domains in the 2015 Texas Prekindergarten Guidelines **and the developmental needs of all students.**
Student to Teacher Ratio	Not applicable	LEA **attempts to maintain** a student to teacher ratio of 11:1. TEC 29.167 (d); 19 TAC 102.1003 (h) *LEGAL REQUIREMENT*	LEA **maintains** a student to teacher ratio of 11:1.

Assessment

Strategies	Developing	Proficient	Exemplary
Formative Assessment	LEA ensures that formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines.	LEA ensures formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines. **Formative assessments are developmentally, linguistically and culturally appropriate.**	LEA **provides supports** and ensures **multiple forms of** formative assessments are embedded throughout the school year to assess student progress in most of the domains in the 2015 Texas Prekindergarten Guidelines. **Formative assessments are developmentally, linguistically and culturally appropriate.**
Summative Assessment	Not applicable	LEA ensures an assessment instrument from the Commissioner's List is utilized **twice** a year with all students to assess the five primary developmental domains. TEC 29.169 (c); 19 TAC 102.1003 (c) (1) *LEGAL REQUIREMENT*	LEA provides supports and ensures an assessment instrument from the Commissioner's List is utilized **three times** a year with all students to assess the five primary developmental domains.
Data-Driven Practices	LEA provides written guidance to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.	LEA provides written guidance **and supports** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.	LEA provides written guidance, **supports and systematically ensures** teachers use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.
Family Input	LEA requires teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires **and supports** teachers to involve families as partners in the assessment of their child's development once during the school year.	LEA requires **and supports** teachers to involve families as partners in the assessment of their child's development **twice** during the school year.
Referrals/ Intervention	LEA has a process to ensure that data from student assessments are used to make referrals for those students who may need intervention services.	LEA has a process to ensure that data from student assessments are used to make referrals for those students who may need intervention services. **Teachers and administrators receive annual updates on how to implement the process.**	LEA has a process to ensure that data from student assessments are used to make referrals for those students who may need intervention services. **Teachers and administrators receive annual updates on how to implement the process. Consistent follow up is done to make sure student needs are addressed.**

Learning Environments

Strategies	Developing	Proficient	Exemplary
Physical Arrangement	LEA provides guidance to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 7 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, **resources and supports** to teachers in creating their prekindergarten classroom environment that is well equipped with space and materials (space available for large group, small group and individual activities) with at least 7 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.	LEA provides guidance, **resources and supports** to teachers **and systematically ensures** that the prekindergarten classroom environment is well equipped with space and materials (space available for large group, small group and individual activities) with at least 7 learning centers (multiple materials in each) and is accessible to all students regardless of abilities or primary language.
Link to Classroom Instruction	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content.	LEA provides teachers with guidance for evaluating the materials and environmental print in the learning centers at least monthly and adjust materials as necessary to maintain and/or enhance student interest and support curricular content. **LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.**	LEA provides teachers with guidance **and supports** for evaluating the materials and environmental print in the learning centers at least monthly and adjusting materials as necessary to maintain and/or enhance student interest and support curricular content. **LEA provides materials to teachers to ensure diversity of the students (e.g. race, gender, language, etc.) in the classroom is represented.**
Procedures and Routines	LEA provides guidance to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance **and supports** to teachers in implementing procedures and routines designed to maximize instructional time and support student independence and self-regulation.	LEA provides guidance **and supports** to teachers **and systematically ensures** that procedures and routines designed to maximize instructional time and support student independence and self-regulation are implemented.
Supporting Student Behavior	LEA provides written guidance and ongoing training for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training **and targeted support, when needed**, for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.	LEA provides written guidance, ongoing training **and targeted support, using internal or external services**, for administrators and teachers regarding realistic and age-appropriate expectations for behavior and the use of positive guidance to ensure the emotional and physical safety of all students.

Learning Environments

Strategies	Developing	Proficient	Exemplary
Daily Schedule	LEA provides guidance to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity.	LEA provides guidance **and supports** to teachers about displaying a classroom daily schedule located at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed.**	LEA provides guidance **and supports** to teachers **and systematically ensures** that a classroom daily schedule is displayed at student eye level that includes words (in students' primary language) with pictures/icons for each activity. **The schedule is consistently followed, but adapted according to student needs.**
Classroom Displays	LEA provides guidance to teachers to ensure classroom displays are meaningful, at student eye level and used for learning.	LEA provides guidance **and supports** to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, **and are predominantly student work.**	LEA provides guidance **and supports** to teachers to ensure classroom displays are meaningful, at student eye level, used for learning, **are predominantly student work, and include a variety of work samples (e.g. art, emergent writing, projects).**
Outdoor Environment	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **1-2** natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **3-4** natural elements present in the outdoor environment.	LEA provides an outdoor area with large motor equipment that is age appropriate, safe, clean and accessible to all prekindergartners, including students with disabilities. There are **5 or more** natural elements present in the outdoor environment.

Family Engagement

Strategies	Developing	Proficient	Exemplary
Family Engagement Plan	Not applicable	LEA is implementing and has posted on the LEA's website a plan that describes their approach to meaningful family engagement using the required six components. TEC 29.168 (a); 19 TAC 102.1003 (e) - *LEGAL REQUIREMENT*	LEA is implementing and has posted on the LEA's website a plan that **incorporates and fulfills the expectations of various entities** in describing their approach to meaningful family engagement **(e.g. High-Quality Prekindergarten Family Engagement Plan, Title 1, Head Start). The document is reviewed annually.**
Communication Practices	LEA provides guidance and supports to teachers to ensure that teachers communicate about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals with families.	LEA provides guidance and supports to teachers to ensure that teachers communicate **weekly** about classroom activities and curricular goals through **multiple modes of communication** with families.
Inclusive Family Engagement Policy	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in **most** school activities and receive **some** written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in **all** school activities and receive **most** written documents in an inclusive, culturally, and linguistically appropriate manner.	LEA has developed and implements a policy that allows all families, regardless of home language or ability, to fully participate in **all** school activities and receive **all** written documents in an inclusive, culturally, and linguistically appropriate manner.
Family Conferences and/or Home Visits	LEA has a written expectation that family conferences and/or home visits are held **once** per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has a written expectation that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit.	LEA has written expectations that family conferences and/or home visits are held **twice** per school year and that student assessment data is used to guide the conference and/or home visit. **LEA provides supports so that teachers can offer families the options to meet before, during or after the school day.**
Reporting Student Progress	LEA ensures student progress across the five primary developmental domains is reported to families in writing.	LEA ensures student progress across the five primary developmental domains is reported to families in writing **and families are given strategies to support their child's development at home in the areas of need.**	LEA ensures student progress across the five primary developmental domains is reported to families in writing **and families are given strategies to support their child's development at home in all five primary developmental domains.**

Family Engagement

Strategies	Developing	Proficient	Exemplary
Program Expectations	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families.	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families **prior to the beginning of school.**	LEA provides clear written expectations regarding roles/responsibilities of staff, students and families **prior to the beginning of school and reviews the expectations with families.**
Attendance Plan	LEA implements an attendance plan that includes a process for contacting families when their child has been absent and monthly monitoring of student attendance.	LEA implements an attendance plan that includes a process for contacting families when their child has been absent and monthly monitoring of student attendance. **LEA has a system in place to provide immediate support to families with students who have absence rates of more than 10%.**	LEA implements an attendance plan that includes a process for contacting families when their child has been absent and monthly monitoring of student attendance. **LEA has a system in place to provide immediate support to families with students who have absence rates of more than 7%.**
On-Campus Opportunities	LEA expects campuses to host **fewer than five** opportunities for families to engage in activities on campus annually.	LEA expects campuses to host **five to eight** opportunities for families to engage in activities on campus annually.	LEA expects campuses to host **nine or more** opportunities for families to engage in activities on campus annually. **Activities are evaluated annually for their effectiveness through collected relevant data.**
Participation	LEA monitors the participation rate of family engagement activities.	LEA monitors participation rates of family engagement activities and **provides assistance to campuses whose average participation rate is below 30% of families.**	LEA monitors participation rates of family engagement activities and **provides assistance to campuses whose average participation rate is below 50% of families.**
Support to Families	LEA provides assistance regarding community resources to meet the economic/social service needs of families.	LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families.	LEA provides **monthly** assistance regarding community resources to meet the economic/social service needs of families. **LEA has a process for connecting families to services.**

Transitions

Strategies	Developing	Proficient	Exemplary
LEA and non-LEA Shared Professional Development	LEA invites early care and education providers to participate in **one** LEA early childhood professional development activity each year.	LEA invites early care and education providers to participate in **some** LEA early childhood professional development activities each year.	LEA invites early care and education providers to participate in **most** LEA early childhood professional development activities each year.
Collaborative Meetings with Early Care and Education Providers	LEA has **some communication** with early care and education providers in the community.	Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **once a year to align program goals and expectations.**	Early care and education providers are **invited to meet** with LEA prekindergarten and kindergarten staff **twice a year to align program goals and expectations.**
Sharing Student Data	LEA prekindergarten staff share student data with kindergarten staff.	LEA prekindergarten staff share student data with kindergarten staff a**nd meet annually to discuss student data. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.**	LEA prekindergarten staff share student data with kindergarten staff **and meet annually to discuss student data. These meetings are used to inform class placement and beginning of the year instruction. LEA initiates FERPA compliant data-sharing agreements with early care and education providers to facilitate prekindergarten student data sharing.**
Family Transition Strategies	LEA provides families with **one** activity or strategy (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with **two** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with **at least three** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.
Transition Plan	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs.**	LEA implements a transition plan **that incorporates and fulfills the expectations of various entities (e.g. Title I and Head Start)** and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next **and addresses transitioning students from non-LEA programs or other LEAs. The transition plan is evaluated annually.**

Early Childhood Program Self-Assessment for Prekindergarten Results

Access / Enrollment	Developing	Proficient	Exemplary
Eligible 4-year-olds			
Eligible 3-year-olds			
Outreach Strategies	X		
Enrollment Plan			X
Enrollment Process		X	

Administrative and Teaching Staff	Developing	Proficient	Exemplary
Educational Aide Qualifications		X	
Teacher Qualifications		X	
Teacher Evaluations		X	
Teacher Professional Development	X		
Coaching and Mentoring			X
Administrator Professional Development		X	
Leading Continuous Improvement		X	

Curriculum	Developing	Proficient	Exemplary
Curriculum	X		
Scope and Sequence	X		
Curricular Integration		X	
Vertical Alignment		X	
Horizontal Alignment		X	

Instruction	Developing	Proficient	Exemplary
Instructional Activities		X	
Instructional Settings		X	
Supporting Special Populations	X		
Children with Special Needs	X		
Teacher Interactions with Students		X	
Supporting the Whole Child	X		
Student to Teacher Ratio		X	

This is a summary table that allows the user to record the scores for all of the strategies within each component of the Self-Assessment.

Assessment	Developing	Proficient	Exemplary
Formative Assessment		X	
Summative Assessment		X	
Data-Driven Practices	X		
Family Input	X		
Referrals/Intervention		X	

Learning Environments	Developing	Proficient	Exemplary
Physical Arrangement		X	
Link to Classroom Instruction		X	
Procedures and Routines		X	
Supporting Student Behavior		X	
Daily Schedule	X		
Classroom Displays	X		
Outdoor Environment	X		

Family Engagement	Developing	Proficient	Exemplary
Family Engagement Plan		X	
Communication Practices	X		
Inclusive Family Engagement Policy	X		
Family Conferences/Home Visits	X		
Reporting Student Progress	X		
Program Expectations	X		
Attendance Plan	X		
On-Campus Opportunities	X		
Participation	X		
Support to Families	X		

Transitions	Developing	Proficient	Exemplary
LEA/non-LEA Shared Prof. Dev.	X		
Collaborative Meetings with Early Care and Education Providers	X		
Sharing Student Data		X	
Family Transition Strategies		X	
Transition Plan		X	

Continuous Improvement Worksheet

Strengths Identified:

- The physical environment of the classroom is set up for success.
- Small group instructional activities are the core learning style.

Opportunities to Grow Identified:

- Family engagement needs to be improved. COVID has hindered some of that.
- The learning environment needs improvement in regards to student displays.
- The curriculum needs to be studied and better implemented to ensure all standards are being met.

Next Steps for **Continuous Improvement:**

- Further implementing the curriculum will be our focus to meet standards.
- Tracking and utilizing our data to improve instruction will be another focus as we progress through the year.



Texas Education Agency
Early Childhood Education Division
earlychildhoodeducation@tea.texas.gov

TEA
Texas Education Agency