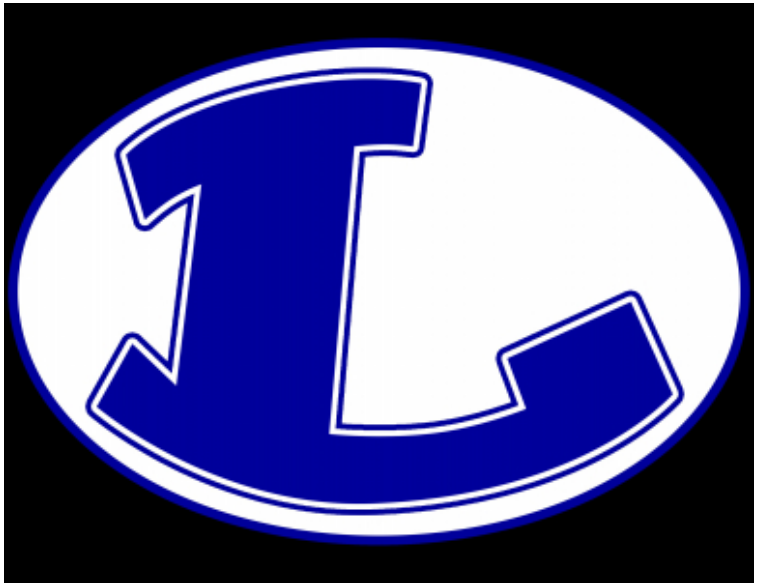
Lampasas Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

Vision

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

District Goals

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lampasas ISD covers over 600 square miles in four counties (Lampasas, Burnet, Coryell, and Bell). Approximately 3500 students are enrolled in LISD. The district has five campuses; three elementary campuses, a middle school, and a high school. The ethnic breakdown is as follows:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
African American	2.40%	2.40%	2.16%	2.13%	2.31%
Hispanic	27.00%	28.30%	29.27%	30.53%	30.60%
White	64.70%	62.30%	61.88%	60.30%	60.15%
American Indian	0.70%	0.50%	.38%	.34%	.31%
Asian/ Pacific Islander	1.40%	1.20%	.67%	.59%	.65%

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Two or More Races	**4.10%**	**5.40%**	**5.4%**	**5.47%**	**5.5%**

24-25

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

23-24

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

22-23

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

21-22

The district enrollment was up for the first day of school for the 2021-2022 school year by 26 students (as compared to the previous year). Kline Whitis, Hanna Springs, and the middle school all showed increases in enrollment from the previous school year. Lampasas High School and Taylor Creek showed slight decreases in enrollment. Previously, enrollment has fluctuated approximately 40 students from year to year. The district has continued to show slight increases in enrollment between campuses as the school year has progressed.

20-21

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

10.4% of the students were served through Special Education.

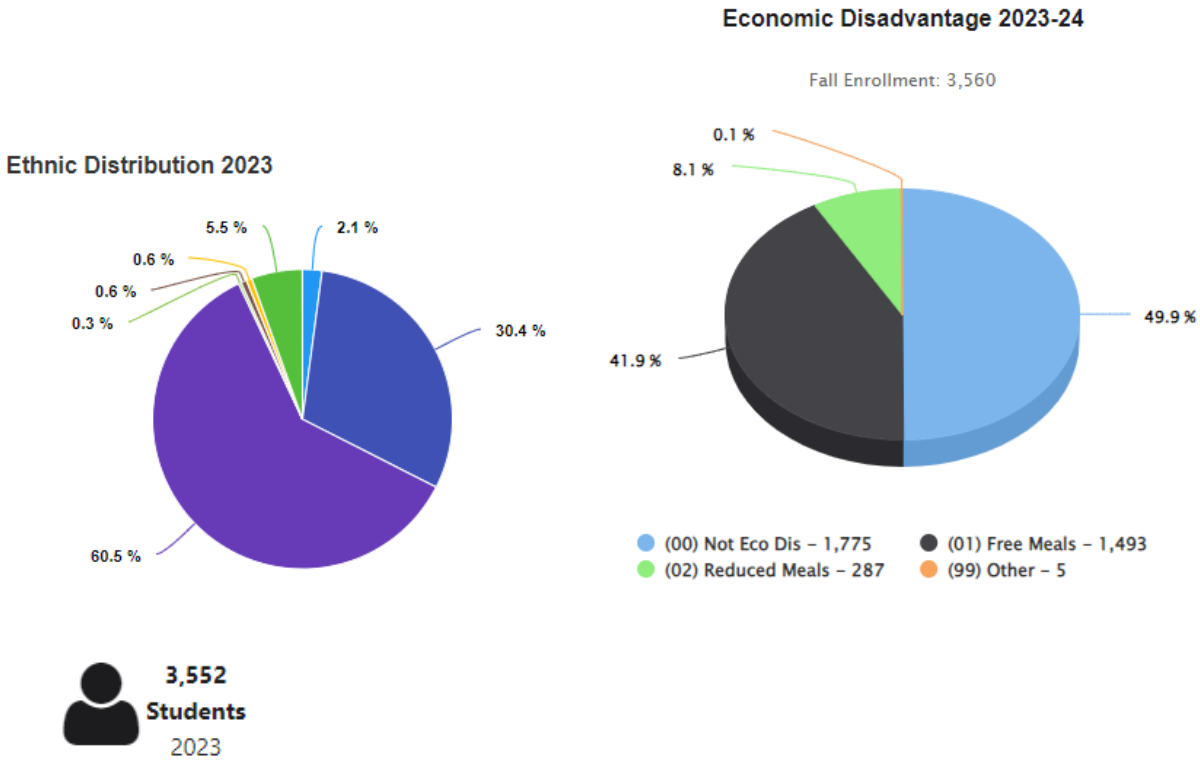
97 students are identified at English Language Learners (ELL) and 97 (3.0%) were served through ESL.

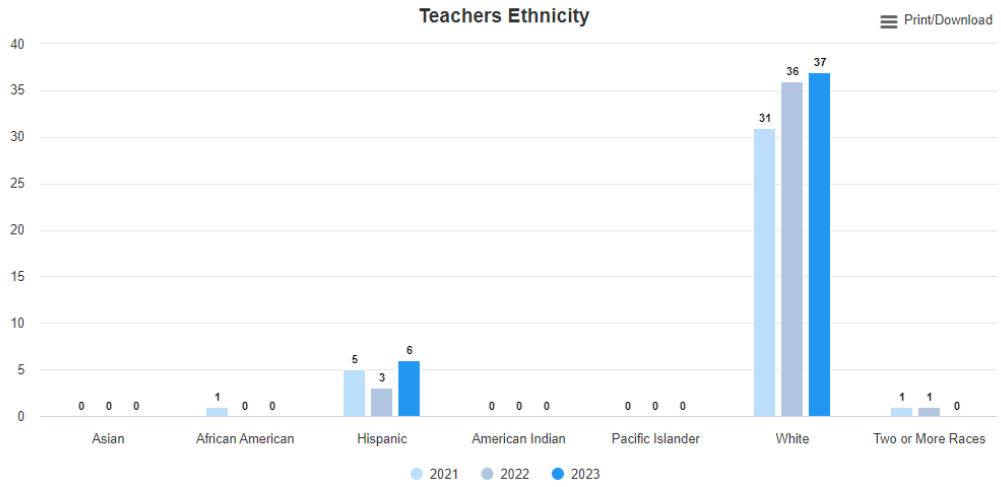
During the '19-'20 school year, 311 students (9.4%) were served in the GT program; as compared to the '18-'19 school year of 324 (9.6%)

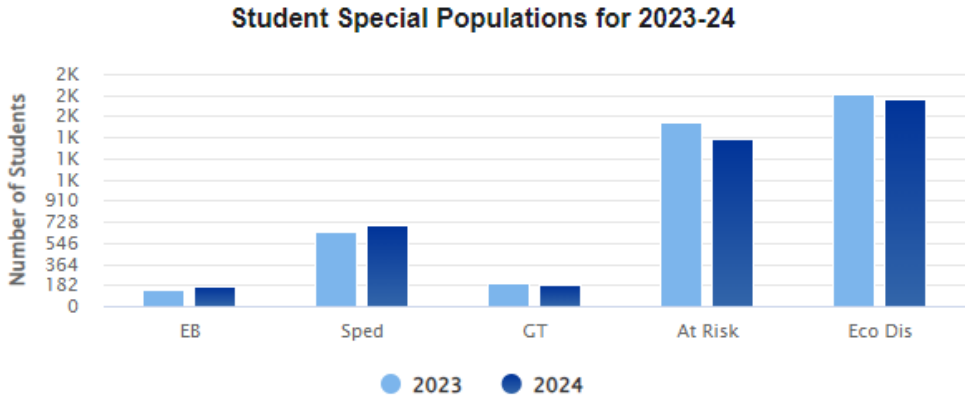
353 (10.5%) of the students are severed through Special Education services.

Demographics Strengths

24-25 District Overview




Teachers Ethnicity
Print/Download
40
35
30
25
20
15
10
5
0
0 0 0
1 0 0
5 3 6
0 0 0
0 0 0
31 36 37
1 1 0
Asian
African American
Hispanic
American Indian
Pacific Islander
White
Two or More Races
2021
2022
2023


Student Special Populations for 2023-24
Number of Students
2K
2K
2K
1K
1K
1K
910
728
546
364
182
0
EB
Sped
GT
At Risk
Eco Dis
2023
2024

LHS


1,091
Students
2023
217
Graduates
2022
93.5%
College
and Career
Ready
Graduates
2022
33.1%
Adv/Dual Credit
Course
Completions
2022

%

LMS

798
Students
2023

KWE

433
Students
2023

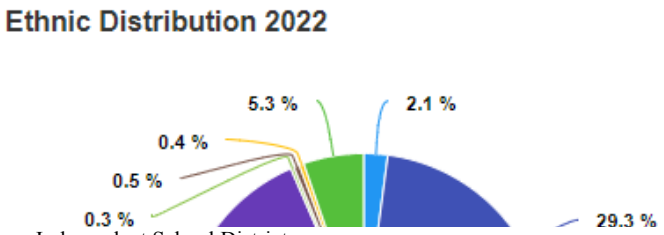
HSE

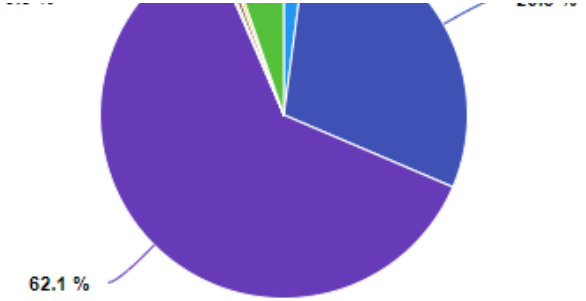
704
Students
2023

TCE

526
Students
2023

23-24 District Overview





- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

LHS

1,001 Students 2022

241 Graduates 2021

76.3% College and Career Ready Graduates 2021

33.2% Adv/Dual Credit Course Completions 2021

LMS

802 Students 2022

KWE

412 Students 2022

HSE



TCE



22-23

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

21-22

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

20-21

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district is preparing for an increase in enrollment by completing a demographic study and hiring an architectural firm to provide guidance on future building. **Root Cause:** New subdivisions in the eastern part of the school district have led to an increase in district enrollment.

Student Achievement

Student Achievement Summary

2024 - 2025

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

District Score - 83 - B

LHS - 89 - B

LMS - 81 - B

Kline Whitis - 81 - B

Hanna Springs - 84 - B

Taylor Creek - 88 - B

2023-2024

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

District Score - 84 - B

LHS - 91 - A

LMS - 82 - B

Kline Whitis - 86 - B

Hanna Springs - 71 - C

Taylor Creek - 79 - C

2022-2023

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

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

Hanna Springs - "B" Earned a distinction in ELA

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

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

LHS - "B" - Earned a distinction in ELA

21-22

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

20-21

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

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

Student Achievement Strengths

2024 - 2025

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

2023-2024

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

2022-2023

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

21-22

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

20-21

STAAR Achievement: LISD performed well on STAAR assessments administered in 2019 by scoring at or above state averages on 15 of 22 assessments. Our district earned 6 distinctions, and was in the 2nd Quartile in 12 different areas. Several distinctions were missed by only a few percentage points.

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: For the second consecutive year final accountability ratings have not been released. **Root Cause:** School district lawsuits.

District Culture and Climate

District Culture and Climate Summary

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

District Culture and Climate Strengths

2024-2025

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

Student Focus

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

Staff Focus

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

Specific strengths spotlighted in parent survey comments:

Kline Whitis

We are new to the district this year and we felt very welcomed when we started mid September. Admin gave us a tour of the campus and

our student was able to meet her teachers before beginning school.

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

Inclusion and involvement!

HIgh Quality Teachers

Positive Staff and Environment

High Academic Standards

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

Hanna Springs

The teachers and staff are engaged and caring.

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

kids feel encouraged to be there.

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

Being quick in getting students extra assistance when needed

Awesome teachers that care.

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

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

Teachers and staff care about the kids.

Taylor Creek

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

Academics are good

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

All staff work together to help all children in many ways throughout the day. (From small things like having a table to drop off items for

child pickup in the office to staff members helping when a child needs assistance)

Passionate, engaged, compassionate teachers. Morning music. Morning announcements, pledge, usually my Principal Moore. Student

pickup and drop off. Student performance recognition. Accommodations for learning disabilities and religious convictions.

Kindness, understanding

Discipline.

LMS

The vice principal is easily accessible and always answers questions.

Has good school spirit.

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

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

UIL program is awesome!

Some great teachers build relationships with students.

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

Transparent

Recognized

Supportive

LHS

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

The band program, UIL, sports, CTE

One of the best teacher staffs.

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

The CTE. Program

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

Administration and staff

2023-2024

Specific strengths spotlighted in parent survey comments:

Taylor Creek

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

Caring teachers and staff.

Teachers and paras are so good with the preK kids.

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

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

The teachers are amazing!

Hanna Springs

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

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

Great communication and a fun environment.

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

Principal is well informed and communicates well.

Wonderful teachers, great curriculum, and sense of community.

Kline Whitis

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

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

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

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

The staff at Kline Whitis is exceptional.

LMS

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

LMS has high academic standards as well as behavior standards.

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

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

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

LHS

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

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

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

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

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

2022-2023 Comments

Taylor Creek

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

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

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

Hanna Springs

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

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

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

Kline Whitis

I appreciate all of the academic intervention that is offered.

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

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

LMS

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

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

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

LHS

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

A variety of classes to choose from.

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

21-22

Specific strengths spotlighted in parent survey comments:

Hanna Springs

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

Kline Whitis

The communication from the school to the parent is excellent. My child has attended Kline Whitis Elementary school from Kindergarten to

now 5th grade, and we have always felt very comfortable with the attention and care they have provided to my child. The children and

their safety and well-being is most important. The teachers are excellent. They are top-notch, and we have had a good experience with

every single one of them that our child has had.

Taylor Creek

Great staff! I feel like everyone at the school cares about my kids, and all the kids. I feel like everyone is very involved and it?s a very

happy atmosphere, and therefore they want to try their hardest and have a wonderful learning environment.

LMS

Teachers care a lot, understanding, and encouraging, love that students have a Chromebook,

my children have more freedoms and options, versus elementary, I appreciate the opportunities for those freedoms

Love the choice of electives

LHS

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

better place.

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

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

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

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

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

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

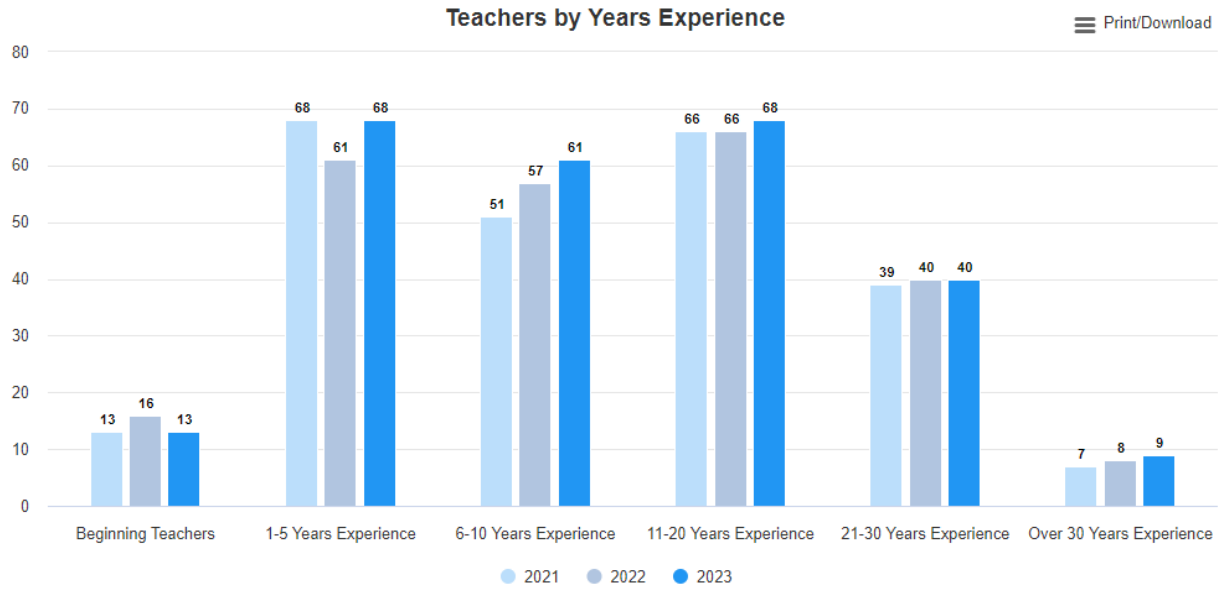
Problem Statements Identifying District Culture and Climate Needs

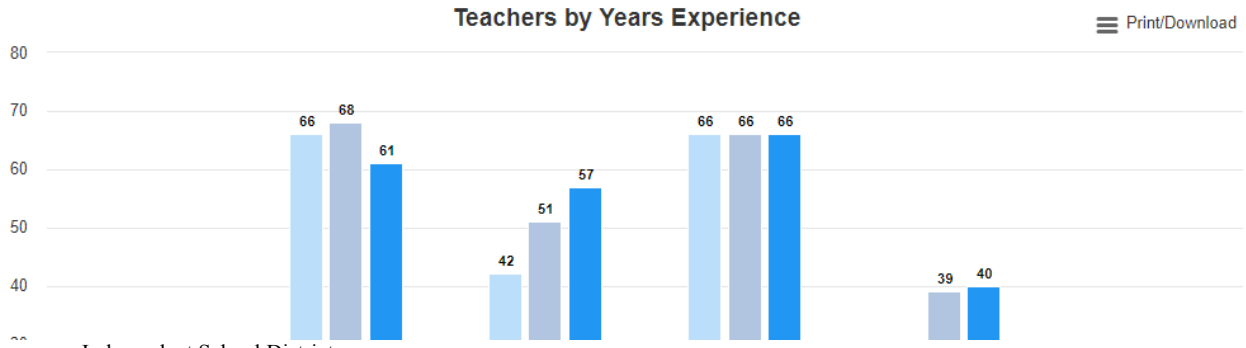
Problem Statement 1: Supporting the social and emotional welfare of students and staff is an integral part of a successful school system. LISD will continue to refine programs in an effort to increase positive climates at each campus for students and staff. **Root Cause:** Multiple factors including: Staff - An increase in challenging student behavior, and an increase in staff responsibilities. Students - An increase in unstable family situations, and peer conflicts complicated by social media.

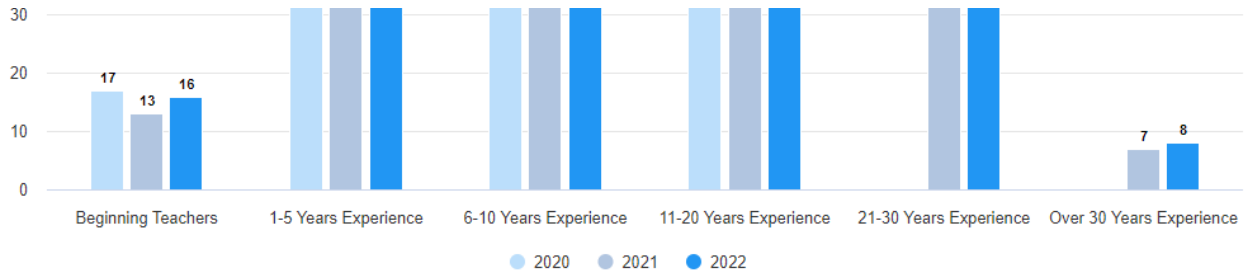
Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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







Staff Quality, Recruitment, and Retention Strengths

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

-The district teacher mentoring program was revised to offer increased supports.

-Instructional specialists at each campus work to provide relevant professional development and support to staff.

-Teachers are provided additional planning/networking days to collaborate with subject area staff.

-The district approved pay increases for all staff for the 2024-2025 school year.

-The district continues to explore ways to expand district health and wellness supports.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The current teacher shortage has made the process of finding qualified applicants more difficult. **Root Cause:** College education programs are producing a smaller number of candidates than in previous years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

-All elementary campuses are utilizing the Fundations phonics based program.

-All students who were unsuccessful on any 2024 STAAR Test, will receive 15 or 30 hours of accelerated instruction during summer school or during the 2024 -2025 school year.

-Multiple computer programs are available to assist students. (Amplify, Xtra Math, Prodigy, Learning A-Z, M-Class, IXL, Edgenuity, Quizizz, GimKit, BioReTeks, AlbertIO, Discovery Ed, etc.)

-All campuses have an enrichment/Academic period built into the master schedule.

-A consistent RTI documentation process is being followed at elementary and middle school campuses.

-A variety of Staff Development is provided by district staff during the summer, as well as before and during school. In addition to face to face trainings, and newly updated eCourses are also available.

-The middle school and high school continue to expand Career and Technology Classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We will work to ensure that staff and students have sufficient preparation with technology devices and test taking strategies. Additionally, all students will have multiple practice opportunities on state testing platforms prior to state testing in the 2024-2025 school year. **Root Cause:** State Assessments moved to a complete on-line platform in 2023.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

Strengths related to LISD's Parent and Community Engagement:

-All Campuses conduct "Meet the Teacher" Nights at the beginning of each school year.

-Students with disabilities work at local businesses to gain employability skills (bank, veterinary clinic, hospital, grocery store, lawyer's office). These opportunities continue to increase as our CTE program expands and as our district collaborates with community members.

-Family Nights are scheduled throughout the year at our elementary campuses. This also includes district ESL Family Nights.

-District events are communicated through multiple avenues such as school messenger announcements, newsletters, the Lampasas Dispatch, Lampasas Radiogram, Twitter, and Facebook.

-Specific parent/student meetings are conducted during each school year. (Sport specific, academic scheduling, fine arts, etc.)

-Book fairs are held at all elementary and the middle school campus.

-Awards programs are held at all campuses throughout the school year.

-Veterans programs are held each year to educate students and honor veterans.

-Grandparents are honored at all elementary campuses at annual events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement in campus partnerships at all campuses could increase. **Root Cause:** The work schedules of a great number of parents makes it difficult for many to attend school events.

District Context and Organization

District Context and Organization Summary

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

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

District Context and Organization Strengths

Strengths related to District Context and Organization:

-The use of Learning Management Systems (Canvas and Google) continues to increase.

-Administrators consistently monitor the implementation of strategies outlined in their Campus Improvement Plans.

-Each campus schedules faculty, grade, and subject level meetings to provide appropriate communication to all staff.

-Campus principals and assistants monitor Skyward Gradebook to ensure an appropriate number of grades are assigned.

-Periodic principal and director meetings are scheduled by the Superintendent.

-9-Week Campus Reviews are conducted by the assistant superintendent and campus admin. teams.

-Tutorials are offered for students at all campuses both during and after school hours.

-"Learning Walks", walk throughs are conducted at all campuses. A consistent form is utilized by all administrators as they work to meet targeted goals for each 9-Week Period.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: LISD will continue to focus on increasing collaboration and vertical alignment between campuses. **Root Cause:** The multitude of subject and grade level requirements, make it challenging to coordinate trainings between grade levels at different campuses.

Technology

Technology Summary

As a district, we consistently upgrade our network infrastructure to match the growing demands of our users. We have increased internet and bandwidth capabilities to ensure our multiple forms of multimedia and devices are supported. We have equipped all 3rd - 12th grade students with mobile devices (Chromebooks) for use in the classroom. We also provide K-2 with Chromebooks at a 2 to 1 ratio.
Additionally, the district has increased wireless and wired capabilities on all campuses. Through Erate C2 funding our infrastructure was increased from 1GB to 10GB during the Summer of 2015 and refreshed again through ERATE C2 during the Summer of 2021. The district has added a wireless network (WLAN) at all campuses. The elementary schools currently have adequate WiFi coverage. For increased intranet bandwidth all schools located within the city of Lampasas have a 40 GB LAN which is in turn connected by a district wide 40 GB WAN. LISD also leases through ERATE C1 funding, a 10GB Point to Point fiber connection between Lampasas ISD proper and Taylor Creek Elementary.
Taylor Creek has a 40GB LAN connection within the campus.
Four of the five campuses share 2 GBPS of internet bandwidth. The fifth campus, Taylor Creek Elementary, increased their bandwidth connection during the Fall of 2022 from 300MBPS to 1GBPS.In addition, LISD will have internet redundancy between Taylor Creek Elementary (Brightspeed) and LISD Proper (AT&T) during the Fall of 2022. In the event that one internet provider goes down, the other ISP will provide internet until repairs are completed.

Technology Strengths

LISD Technology Strengths:

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

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

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1: It is a challenge to continue to provide students and staff of LISD with up to date educational software programs and devices. **Root Cause:** Growing student enrollment and the need for additional devices for state testing has added to the problem.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- 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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: The percentage of students achieving the "approaches", "meets", and "masters" levels will exceed state averages on STAAR tests.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lampasas ISD will employ teachers and support personnel to provide instruction and support to all students in order to promote continued academic success. In addition, teachers and personnel will assist students by monitoring their academic, social-emotional, and extra-curricular needs throughout the school year in order to produce future graduates and successful citizens. **Strategy's Expected Result/Impact:** Increased student performance on State, Common, and Benchmark Assessments **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators **Funding Sources:** - 199 - General Fund - Basic Education 11 - $13,215,680, - 199 - General Fund - Instruction 99 Undistributed - $70,312, - 199 - General Fund - Intergovernmental 99 Undistri - $302,000, - 199 - General Fund - General Administration 99 Und - $1,954,522				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The TEKS Resource System (TRS) will be utilized at each campus by teachers including core, special education, ESL, and gifted and talented staff to ensure the district is aligned with challenging state academic standards. **Strategy's Expected Result/Impact:** Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ongoing data analysis will be conducted by utilizing programs which include Eduphoria Aware, OnDataSuite, Circle (PK) ESGI (PK - K) K-2, mClass, TEMI, Lexia, iXL, Odyssey, Edgenuity, Canvas Analytics, Texas Early College Bridge, and CCMR. **Strategy's Expected Result/Impact:** Continued improvement on Nine Weeks Grades, Common Assessments, and Benchmark Assessments **Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principals; Asst. Principals; Teachers; Interventionist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Core subjects 1st grade-12th grade will administer common assessments or a benchmark assessment each nine weeks using STAAR Test Maker TEKS Bank in Eduphoria Aware to track student progress on TEKS concepts being taught. **Strategy's Expected Result/Impact:** This will assist in tracking student progress on TEKS concepts taught each 9-weeks, overall student performance, as well improvement on future common assessment/benchmarks/ STAAR tests. **Staff Responsible for Monitoring:** Asst. Superintendent, Curriculum Specialists, Principals, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Tested subjects from 3rd grade through STAAR EOCs will have multiple practice opportunities through Interims, TFAR, and the TEA on-line practice test sites during the 2024-2025 school year. **Strategy's Expected Result/Impact:** This will assist in preparing students for testing on the on-line state platform. **Staff Responsible for Monitoring:** Asst. Superintendent, Curriculum Specialists, Principals, Campus Testing Coordinators, Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Summer School programs will target students in special populations to include special education, dyslexia, economically disadvantaged, and ESL with a focus on Reading and Writing strategies. **Strategy's Expected Result/Impact:** Overall improvement of Tier 2 and Tier 3 student performance **Staff Responsible for Monitoring:** Principals, Curriculum Specialists, ESL facilitators, SPEd teachers, dyslexia coordinators **Funding Sources:** - 199 - General Fund - Bilingual/ESL Allotment 25 - $8,404				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The district will participate in shared services with the ESC for migrant and ESL services which includes Summit K-12 TELPAS Practice. **Strategy's Expected Result/Impact:** Address the educational needs of migrant students/families via increased communication, family surveys, and our Identification & Recruitment Plan **Staff Responsible for Monitoring:** Superintendent; Asst. Superintendent, Principals, ESL facilitators				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The district will continue to increase training, support, and staff development opportunities for General Education Teachers and Special Education Teachers related to academic student needs in reading, mathematics, science, writing, social studies, and overall quality instruction improvement. **Strategy's Expected Result/Impact:** Increased performance on state assessments for general and special education students in reading, math, writing, and social studies. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principal, Special Education personnel, Instructional specialists, teachers **Funding Sources:** - 199 - General Fund - Staff Development 99 Undistri - $433,675, - 199 - General Fund - Instructional Leadership 99 U - $136,156				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: To ensure compliance with House Bill 3, all K-3rd Grade teachers, as well as Elementary Principals, will attend the Reading Academy. The district is working towards having all K-5 teachers attend the academies. Ongoing training will also be facilitated for these teachers regarding the Science of reading instruction, phonics instruction, and reading remediation. **Strategy's Expected Result/Impact:** Increased reading achievement among all students in grades PK-3rd Grade. Continued improvement on reading assessments for all LISD students over time. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Campus Principals, Instructional Specialists **Funding Sources:** - 199 - General Fund - Early Education Allotment 36 - $321,186				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The structure of small group instruction and literacy stations to increase reading proficiency will be implemented in grades K-5. Also, specific reading interventions will also be utilized to increase PK-3 Reading Levels. In addition, the Fundations Phonics Program will be used in grades PK-3 to increase alignment with the Science of Teaching Reading. **Strategy's Expected Result/Impact:** Increase the reading level and reading performance of elementary students on state assessments. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principals, ISs, teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Instructional Specialists will review data and provide related training to teachers. **Strategy's Expected Result/Impact:** Increased collaboration with classroom teacher and campus personnel to help analyze and disaggregate student performance data. **Staff Responsible for Monitoring:** Asst. Superintendent, Principal, ISs, teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Using Federally allocated Title II funds for the 2024 -2025 school year, the district will partially fund three Instructional Specialists. These Instructional Specialists will provide teachers with training and support in the areas of effective classroom teaching strategies, curriculum alignment, and instructional technology. **Strategy's Expected Result/Impact:** Continued improvement of student, teacher, and campus performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Director of Finance, Principals **Funding Sources:** - 255 - Title II, Part A - $129,103				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Using Federally allocated Title IV funds for the 2024 - 2025 school year, the district will partially fund one Instructional Specialist. This Instructional Specialist will provide teachers with training and support in the areas of: effective classroom teaching strategies, curriculum alignment, and instructional technology. **Strategy's Expected Result/Impact:** Continued improvement of student, teacher, and campus performance. Increased Eduphoria workshop documentation of trainings, teacher surveys, teacher trainings, and overall increased state assessment results. **Staff Responsible for Monitoring:** Asst. Superintendent, Director of Finance, Principals **Funding Sources:** - 289 - Title IV, School Support & Enrichment - $55,894				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: The district will employ two district librarians and five library assistants in order to support student reading growth, promote accelerated reading instruction, promote our district reading initiative, and support teachers and students to achieve select reading goals. **Strategy's Expected Result/Impact:** Increase the reading levels and reading performances on state assessments for all students. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principals, Librarians **Funding Sources:** - 199 - General Fund - Library 99 Undistributed - $457,786				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Undistributed for indirect costs for 2024-2025 will be used to continue to support programs and students within the CTE Program.				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Undistributed funds for indirect costs for 2024-2025 will be used to continue to support programs and students within SPED (including Extended School Year), Intervention, ESL Summer School, as well as K-3 Intervention.	100%	100%	100%	

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: Interventions will be provided to all at risk and required students designated by HB 4545/HB 1416.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Grades K-8 will utilize the ESGI, Lexia, iXL, mCLass, and TEMI Math to provide differentiated instruction for all groups including EB, dyslexic homeless/foster, 504, and special education. **Strategy's Expected Result/Impact:** Continued improvement of student, teacher, and campus performance, Common Assessments, Progress Reports, Report Cards **Staff Responsible for Monitoring:** Principals K-5; Teachers; Asst. Supt.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be identified as at-risk using the State Compensatory Education criteria. **Strategy's Expected Result/Impact:** Increased support and academic performance of our at-risk students. **Staff Responsible for Monitoring:** Principals, Counselors, Teachers, Asst. Supt.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identified at-risk students including homeless/foster, dyslexic, EB, special education, Section 504 will be provided tutoring and Response to Intervention RTI supports. Summer school will also be utilized as an intervention tool to increase overall student learning. **Strategy's Expected Result/Impact:** Continued improvement of student and overall campus performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Dir. of Special Education, Principals, Teachers, Interventionists **Funding Sources:** - 199 - General Fund - Bilingual/ESL Allotment 25 - $77,502, - 224 - IDEA B, Formula SPED - $728,513, - 199 - General Fund - Dyslexia Allotment 37/43 - $399,249				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will provide academic support for struggling learners and increase student engagement (as defined by researched-based learning components), through the use of interventionist support personnel. Title I funds will be utilized at the Elementary campuses to provide academic support to all students. **Strategy's Expected Result/Impact:** Increased student engagement and student performance. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principal, Instructional specialists, teachers, Intervention Personnel **Funding Sources:** - 211 - Title I, Part A - $754,741				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Dropout prevention strategies will be provided on each campus for all at-risk students including students in pregnancy related services or identified as dyslexic, 504, special education, homeless/foster. **Strategy's Expected Result/Impact:** Increase supports for at-risk students in an effort to improve academic and social/emotional health. **Staff Responsible for Monitoring:** Principals, Teachers, Asst. Superintendent, Attendance Clerks, Counselors, Asst. Principals				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Special education students will be provided support in the form of monitor teachers and co-teachers when possible. Interventions will be also be provided to address their individual needs in an effort to increase the academic performance of special education students in the 2024 -2025 school year. Additionally, extended school year will be offered to students needing extra support. **Strategy's Expected Result/Impact:** Continued improvement of student and overall campus performance. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Special Ed Director, Principals, Teachers **Funding Sources:** - 199 - General Fund - SPED Allotment 23/33 - $5,527,335				

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

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The district will provide a ECSE program to support children in preschool programming with disabilities. **Strategy's Expected Result/Impact:** Progress towards mastery of IEP goals. **Staff Responsible for Monitoring:** Director of Special Services, Principal **Funding Sources:** - 225 - IDEA B, Preschool SpEd - $11,991				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The district will fund personnel to provide high quality Pre-Kindergarten Education to students who qualify via migrant, economically disadvantaged, military, and/or ESL qualifications. Full Day Pre-K programs will be made available at Kline Whitis Elementary, Hanna Springs Elementary, and Taylor Creek Elementary. **Strategy's Expected Result/Impact:** Continued improvement of student and overall campus performance. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, Principals, Instructional specialists, Special Education Director, ESL Teachers, Classroom teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The district will offer educational support, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or in the rates of high school completion between at risk and all other LEA students. These support systems will include the use of intervention personnel, summer school and DAEP staff. **Strategy's Expected Result/Impact:** Increased academic performance of all students. **Staff Responsible for Monitoring:** Superintendent; Principals; Teachers; Instructional Specialist **Funding Sources:** - 199 - General Fund - SCE Allotment 24/28/30 - $2,050,755				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Students assigned to DAEP will receive academic support that is equitable to students on a home campus. High school students will receive assignments from campus teachers through the Edgenuity Program and their Learning Management System, Canvas. Middle school students will access work their learning management systems. (Google) Elementary students will be sent hard copy assignments, as well as complete work through Google Classroom. DAEP staff will monitor work on a daily basis. Home campus interventionists and teachers will also consistently come to the DAEP to offer academic support. **Strategy's Expected Result/Impact:** Increased academic performance of all students. **Staff Responsible for Monitoring:** DAEP Director, DAEP Staff, Home campus interventionists and teachers				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classes and certifications will be offered in the area of career and technology (CTE) in order to better prepare students for post-secondary schooling and/or meaningful employment. These course offerings will continue to be evaluated based on student interest and community needs. **Strategy's Expected Result/Impact:** Increase in industry-recognized certifications, internships and apprenticeship participation. **Staff Responsible for Monitoring:** Assistant Superintendent, High School CTE Director; Teachers; Principal; CTE dept. chair **Funding Sources:** - 199 - General Fund - CTE Allotment 22 - $2,023,741				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Career opportunities and occupational information will be included in the regular curriculum. In all CTE classes, subject matter will focus on occupations and their use in real life. Additionally, a priority will be placed on students receiving certifications and endorsements. **Strategy's Expected Result/Impact:** Increase in certifications, endorsements, and overall performance as evidenced by Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding **Staff Responsible for Monitoring:** Principals, Teachers, Asst. Superintendent, Asst. Principals, the CTE Coordinator, and CTE Teachers.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: A CTE Special Populations Transition Coordinator will be partially funded in order to support students in their preparation and planning for life after high school. **Strategy's Expected Result/Impact:** Special Education students will continue to transition successfully from high school to real-world living. **Staff Responsible for Monitoring:** Assistant Superintendent, CTE Director, Special Education Director **Funding Sources:** - 244 - Perkins, Career and Technical - $38,594				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Honors, A.P, Dual Credit, and On-Ramps (dual enrollment) courses will be offered in an effort to support students, provide a rigorous course load, help prepare students for college, and help students gain a greater understanding of life after high school. As part of the master schedule timeline, student course requests will be verified by departments to ensure proper placement for all students. **Strategy's Expected Result/Impact:** Students will have a better understanding of college readiness through a more rigorous course load. **Staff Responsible for Monitoring:** Principal, Teachers, Departments, Counselors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: LISD will provide TSI Testing, Dual Credit, On Ramps (dual enrollment), Early College Prep Courses, and expanded CTE Courses so that students can enhance early college preparation knowledge and early college assessment results. LISD will also strive to increase the number of students who receive industry based certifications. **Strategy's Expected Result/Impact:** Increase in certifications, endorsements, and overall performance as evidenced by Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding **Staff Responsible for Monitoring:** Asst. Superintendent, LHS Principal, Counselors, CTE Director, Testing Coordinator, Classroom Teachers **Funding Sources:** - 199 - General Fund - CCMR Allotment 38 - $225,048				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In accordance with the Texas State Plan for the Gifted and Talented Students, LISD will implement the Texas Performance Standard Project and/or a similar project that will lead to the development of advanced level products and/or performances. By implementing these projects, the district will be able to more effectively address the diversification of each student's needs and the needs of the gifted and talented population as a whole. **Strategy's Expected Result/Impact:** Increased student success and performance as evidenced by student products, as well as a greater number of students achieving "masters" performance on STAAR Assessments **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers, GT Facilitator **Funding Sources:** - 199 - General Fund - GT Allotment 21 - $88,404	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: TEKS Resource will be utilized by core subject teachers to ensure student expectations are covered to the specificity of the state standards. **Strategy's Expected Result/Impact:** Increased alignment on lesson plans and Eduphoria Learning Walks, STAAR **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers, Curriculum Instructional Technologists	40%			

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategies to improve understanding of concepts and vocabulary related to the specific subject matter for EB and special education students by providing staff development that will strengthen instructional strategies in this area. **Strategy's Expected Result/Impact:** Increased performance on state and local assessments as evidenced by local assessments, benchmarks, Lesson Plans, Eduphoria Learning Walks, and Common Assessments **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principals, Teachers, ESL Facilitators, SpEd				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: AP and On-Ramps teachers will receive relevant training. **Strategy's Expected Result/Impact:** Improving the skills of teachers will lead to an increased performance of students. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Instructional Specialist, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To develop professional development trainings to meet the purpose of Title II, feedback will be gathered at campus and district site base meetings. In addition, staff and parent surveys will be utilized to gather more data and input. **Strategy's Expected Result/Impact:** Increased professional growth of staff. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, and Instructional Specialists				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: General and special education teachers will receive extensive training in strategies to support special education students in all settings **Strategy's Expected Result/Impact:** Increased completion of student's IEP goals and overall campus performance **Staff Responsible for Monitoring:** Asst. Superintendent, Special Education Director, Principals, and Instructional Specialists				

 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: All student populations will be provided career awareness opportunities.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: At appropriate grade levels, career inventory surveys will be administered through Schoolinks and the results will be shared with students and parents and the information will also be used to provide career counseling to students. **Strategy's Expected Result/Impact:** Increased performance on state and local assessments. **Staff Responsible for Monitoring:** Principals, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: At elementary grades, career and occupational instruction will be integrated through special days such as Ag Day, family nights, college/career staff shirt days, and special guest speakers. (First responders) **Strategy's Expected Result/Impact:** Increased interest and requests for CTE classes as students advance through LISD grades. **Staff Responsible for Monitoring:** Principals, Asst. Principals, Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselors and the Texas Workforce Commission will provide career counseling and offer up-to-date information relating to higher education opportunities to include current course selection for future plans beyond high school, admission and financial aid, Texas grant programs, and Teach for Texas grant programs. **Strategy's Expected Result/Impact:** Increased communication with students and parents related to careers. **Staff Responsible for Monitoring:** Principals, Counselors, Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize personnel from the workforce commission as well as software (Schoolinks) to promote student interests in a variety of careers. **Strategy's Expected Result/Impact:** Increase in the overall number of students pursuing higher education or entering the workforce with certifications. **Staff Responsible for Monitoring:** CTE Director, LMS counselors, principal, LHS counselors and principal				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: A career day will be scheduled at the high school to educate students on post secondary career opportunities. Additionally, a specific day related to aviation will be offered.	40%			

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

Evaluation Data Sources: Increase in overall student participation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: LISD will provide students with a variety of athletic and extracurricular activities throughout their educational career. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to participate in athletic, academic, and extracurricular events in order to afford them a positive, well-rounded educational experience in LISD. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Athletic Director, Band Director, UIL Coordinators, Principals, Teachers, Coaches **Funding Sources:** - 199 - General Fund - Athletics Extracurricular 91 - $1,390,893, - 199 - General Fund - Extracurricular 99 Undistribu - $379,118	40%			

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students grades K-6 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. **Strategy's Expected Result/Impact:** Student schedules, Master Schedules **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All students in grades 3-12 as required, will have a physical fitness assessment conducted at least once a year. **Strategy's Expected Result/Impact:** FitnessGram Statistical Data, TEA Reporting on State Averages **Staff Responsible for Monitoring:** Asst. Superintendent Principals, Teachers, Nurses				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The District will maintain and update on a regular basis a district wellness policy. **Strategy's Expected Result/Impact:** Bi-Annual Audits, Yearly Reviews **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers, Director of Child Nutrition, Director of School Health				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Each campus will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encouraging healthy eating, and decreasing child obesity rates. **Strategy's Expected Result/Impact:** Surveys, Student Evaluations and Testing, School Health Index **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers, PE Teachers, Campus Nurse, Counselors, School Psychologist, Cafeteria Workers, Ancillary Staff, Parents/Community Members				

 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 campuses will work to increase student attendance.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district employs an attendance officer to support attendance at all campuses. **Strategy's Expected Result/Impact:** Increase in overall attendance rates. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Strategies for improvement of student attendance will be provided at each campus: Announcements, attendance reward incentives, parent orientations, newsletters, conferences, phone calls, e-mails, 9-week awards, letters, and home visits. Campuses will additionally tracking "leavers". (Students withdrawing from school) **Strategy's Expected Result/Impact:** Increase in student attendance rates. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Teachers, Asst. Principals, PEIMS Personnel, Attendance Clerks	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Personnel will be utilized to help support students and family members in achieving improved attendance. **Strategy's Expected Result/Impact:** Increase in overall attendance rates. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers **Funding Sources:** - 199 - General Fund - Social Work 99 Undistributed - $52,205	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All district staff will be trained in district policy and procedures in dealing with bullying, cyber-bullying, homeless circumstances, harassment, dating violence, child abuse, grief/trauma support practices, Standard Response Protocol (SRP including - crisis response and reunification), active shooter, classroom panic button procedures, threat assessment, mental health awareness, cybersecurity, diversity, FERPA, ethics, health emergencies, human trafficking, de-escalation strategies, communication, and suicide prevention. **Strategy's Expected Result/Impact:** Reduction and/or elimination in the number of students dealing with bullying, cyber-bullying, homeless circumstances, harassment, dating violence, abuse, grief-informed/trauma informed practices, and suicide prevention. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff who work with students with IHPs, severe allergies, or diabetic will receive training. CPR/First Aid training required every two years for coaches/directors, transportation, food service, and UIL will be provided . **Strategy's Expected Result/Impact:** Staff will be prepared to support students in the event of a health emergency. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Director of Transportation, Food Service, and Director of School Health				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: In 2024 - 2025, we will work to maintain a safe environment for all students and staff at LISD.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School Counselors will be utilized at each campus to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel. **Strategy's Expected Result/Impact:** Monitoring of students' social emotional health as evidenced in counseling logs, reviews conducted by campus threat assessment teams, and student and campus surveys. **Staff Responsible for Monitoring:** Counselors, Asst. Supt, teachers, and threat assessment team members. **Funding Sources:** - 199 - General Fund - Guidance & Counseling 99 Undi - $1,083,045				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus and district nursing staff members will be utilized to provide school health services to all students. Each campus will offer Goodside Health, "Telehealth" for physical screenings and, and TCHATT Telehealth for mental health support. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum. **Strategy's Expected Result/Impact:** Increase in overall physical and mental health for students and staff. **Staff Responsible for Monitoring:** Superintendent; Assistant Superintendent; Principals; Director of School Health; Campus Nurses **Funding Sources:** - 199 - General Fund - Health Services 99 Undistribu - $395,623				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In order to reduce drug-related incidents, campuses will have multiple yearly visits by the drug dog, and student random extracurricular drug testing at secondary campuses. Additionally, vape detectors have been installed at the high school. **Strategy's Expected Result/Impact:** Decrease and/or elimination of the number of drug incidents and positive drug testing results. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Teachers, Asst. Principals, Counselors, Drug Dog company				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The District will provide a Sexual Health and Wellness Program to middle school students as part of the district's sex education program. LISD will have an ongoing process to collect continuous feedback from parents and community members via surveys and SHAC meetings. (School Health Advisory Committee) **Strategy's Expected Result/Impact:** Increased overall health and wellness of students. **Staff Responsible for Monitoring:** Director or School Health; Principals, Teachers, Counselors, Asst. Principals				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Each campus will have a system that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools. **Strategy's Expected Result/Impact:** Reduction/prevention of incidents throughout the district. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, District Attendance Officer, Principals, Asst. Principals, Counselors, Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Red Ribbon Week will be observed throughout the district. This includes activities and speakers designed to educate students on the dangers of drug use. **Strategy's Expected Result/Impact:** Reduction/elimination of drug incidents within the district. **Staff Responsible for Monitoring:** Principals, Teachers, Asst. Principals, Counselors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments. **Strategy's Expected Result/Impact:** Continuation of safe and efficiently managed safety drills and practices. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, Principals, Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, Asst. Superintendent, Principals, Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The District and each campus will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations. All staff will be trained in how to react during crisis situations. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, SRO, Principals, Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: School Resource Officers and designated staff guardians will be utilized to help monitor and maintain safety on LISD campuses. In addition, each campus and the district will work with our SRO's to update Crisis Management Plans in order to ensure a safe and disciplined environment conducive to learning. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, Principals, Asst. Principals, Teachers **Funding Sources:** - 199 - General Fund - Security & Monitoring 99 Undi - $554,087				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Each campus will participate in scheduled fire and tornado drills, building evacuation, and building lockdowns so that each employee and student will be familiar with the process. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities. **Staff Responsible for Monitoring:** Principals, Asst. Principals, Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Each campus will have specific safety plans as well as threat assessment teams. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities **Staff Responsible for Monitoring:** Threat assessment team members.				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Silent panic alert buttons are installed in all classrooms. **Strategy's Expected Result/Impact:** Increase in safety at all district facilities. **Staff Responsible for Monitoring:** Central office staff and campus principals.				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Students assigned to DAEP will receive weekly instruction in character training, as well as social and emotional support from campus counselors. Students assigned for vape offenses will complete a vape education course before returning to their home campus. **Strategy's Expected Result/Impact:** DAEP Staff and campus counselors				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: Students returning to their home campus from DAEP will be provided with a transition plan. A campus administrator will meet with students within 5 days of their return to campus to review and discuss the supports included in the plan. **Strategy's Expected Result/Impact:** Improved academic performance and decision making. **Staff Responsible for Monitoring:** Campus administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Skyward Discipline Incident Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff at all campuses will provide students with behavior supports. Ex. Guidance lessons, zones of regulation, character Wednesdays, character announcements, Start with Hello, bullying and conflict resolution, and Leader in Me Training. **Strategy's Expected Result/Impact:** Reduction in the number of discipline removals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Counselors.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Staff development and training sessions conducted by district and campus personnel.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will receive high-quality professional development during the 2024 - 2025 school year. **Strategy's Expected Result/Impact:** Increased teacher retention and improved student performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Instructional Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Professional Development sessions conducted within the district will be tracked by campus instructional specialists. **Strategy's Expected Result/Impact:** Keeping historical data on professional development offerings will provide the district the ability to make informed decisions when scheduling future trainings. **Staff Responsible for Monitoring:** Assistant Superintendent, Principals, and Instructional Specialists.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Current staff members provide a large percentage of district staff development. **Strategy's Expected Result/Impact:** Leadership/presentation opportunities will lead to increased professional growth of staff. **Staff Responsible for Monitoring:** Assistant Superintendent and instructional specialists.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A mentor will be provided to all teachers new to the district. Teachers new to the profession will receive this extra support for two years. Experienced teachers, new to the district will be assigned a mentor for one year. Supports include consistent meetings with instructional specialists and mentors, peer evaluations, etc. Additionally, alternatively certified teachers will be provided an extra planning day per semester. **Strategy's Expected Result/Impact:** Increase in teacher retention, teacher effectiveness, and student performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals, Curriculum Specialist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Principals and Assistant Principals will provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. In addition, all campus administrators will complete Eduphoria "Learning Walks" in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness and student performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals **Funding Sources:** - 199 - General Fund - School Leadership 99 Undistri - $2,230,023				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Ensure low-income and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field teachers. **Strategy's Expected Result/Impact:** Improved student performance and scheduling of students. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Director or Human Resources, Principals				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The percentage of core academic subject area classes taught by highly effective teachers on high poverty campuses will meet 100% by end of 2024-2025. **Strategy's Expected Result/Impact:** Equitable teaching for all students. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Principals, Human Resources Department				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: T-TESS appraisals and Learning Walks will be consistently reviewed by campus admin. staff. to align professional development needs. **Strategy's Expected Result/Impact:** Increase in teacher effectiveness and student performance. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals, Human Resources Department				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: A wellness survey will be sent to all LISD Staff Members. **Strategy's Expected Result/Impact:** Revise wellness program options within the district in an effort to increase overall staff health, job satisfaction, and retention. **Staff Responsible for Monitoring:** District Nurse, Assistant Superintendent, and HR Director.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campuses will provide consistent campus communication to parents. **Strategy's Expected Result/Impact:** Increase in parental attendance and involvement at school functions. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All campuses will hold "Meet the Teacher the Teacher/Back to School Nights." The middle school offers "minnow camp" for incoming 6th grade students during elementary tour days. The high school schedules a freshman orientation led by the "Link Crew.". The "Link Crew" also assists new enrollees throughout the year. **Strategy's Expected Result/Impact:** Students and parents will have have a positive outlook and increased confidence in the school system. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district and campus improvement plan yearly updates will involve multiple stakeholders. **Strategy's Expected Result/Impact:** The campus and district will continue to increase performance in all areas. **Staff Responsible for Monitoring:** Asst. Superintendent; Principals; Teachers	40%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: District and campus websites will consistently be updated. **Strategy's Expected Result/Impact:** An increase in overall communication to community stakeholders. **Staff Responsible for Monitoring:** Technology Dept.; Principals; Superintendent; Asst. Superintendent	40%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: A Campus-Parent Compact will be provided at each Title I campus to all parents to promote parental involvement in each child's academic progress. **Strategy's Expected Result/Impact:** An increase in parent involvement and student performance. **Staff Responsible for Monitoring:** Principals; Teachers; Asst. Superintendent				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Coordinate and schedule an ESL parent and student "family night." **Strategy's Expected Result/Impact:** Increase communication and school involvement with families of ESL students. **Staff Responsible for Monitoring:** Asst. Superintendent, ESL Facilitators				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Multiple family nights will be held at elementary campuses combining academic and fun activities for attendees. **Strategy's Expected Result/Impact:** An increase in parent involvement and student performance **Staff Responsible for Monitoring:** Principals and Teachers. **Funding Sources:** - 199 - General Fund - Community Services 99 Undistr - $167,812				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Offer training to all LISD families.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district and each campus will provide trainings to families during family night activities. **Strategy's Expected Result/Impact:** Increased communication and partnerships between school officials and parents. **Staff Responsible for Monitoring:** Asst. Superintendent, Principals, Asst. Principals, Teachers, Counselors,				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will maintain communication with local government agencies through participation in the Community Resource Coordination Groups (CRCG) and Lampasas County Health and Wellness Partnership. **Strategy's Expected Result/Impact:** Increased communication between district and local government agencies. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent; Student Health Services; Director of Special Services				

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

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

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

Evaluation Data Sources: District transportation reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize transportation personnel to connect with students and families by providing transportation services to qualifying general education and special education students. **Strategy's Expected Result/Impact:** Maintain or increase student attendance. **Staff Responsible for Monitoring:** Transportation Director; Chief Financial Officer; Student Health Services; Director of Special Services **Funding Sources:** - 199 - General Fund - Transportation 99 Undistribut - $2,885,667	40%			

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional Specialists will train classroom teachers in developing technology enhanced lessons to support student engagement, interest, and transfer of learning. **Strategy's Expected Result/Impact:** Continued improvement of student performance and enhancement of instructional tech opportunities for all students. **Staff Responsible for Monitoring:** Asst. Superintendent, Director of Technology, and Instructional Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Technology devices include iPads, Chromebooks, Chromeboxes, and desktop computers will be available for student use. Teachers and technology staff members will increase the integration of technology into instruction through professional learning and ongoing staff development. **Strategy's Expected Result/Impact:** Continued improvement of student performance and overall knowledge and implementation of current technology. **Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, CFO, Instructional Specialists, Technology Director, Principals, Teachers **Funding Sources:** - 199 - General Fund - Technology 99 Undistributed - $1,309,554				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The implementation and use of video-streaming through Discovery Education for content related to TEKS will provide access to the information in a variety of modalities including special education and ESL students who might have limited reading levels. Additionally, the use of the Diffit program will assist teacher in differentiating assignments for students. **Strategy's Expected Result/Impact:** Ongoing improvement of student performance and enhancement of instructional tech opportunities for all students. **Staff Responsible for Monitoring:** Technology Director, Instructional Specialists, Campus Administration, Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to provide staff access to high quality network connected printer/copiers. **Strategy's Expected Result/Impact:** Increased student engagement and performance. **Staff Responsible for Monitoring:** Technology Director and campus technologists **Funding Sources:** - 199 - General Fund - Capital Leases 99 Undistri - $136,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas schools, as well as additional needed improvements for all LISD facilities. **Strategy's Expected Result/Impact:** By frequently evaluating current facility needs and long-range plans, campus facilities will be maintained and improved to help support safe, positive, and productive educational experiences for all LISD students. **Staff Responsible for Monitoring:** Superintendent; Chief Financial Officer **Funding Sources:** - 199 - General Fund - Facilities Maintenance & Oper - $5,620,968	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will conduct long-range facility needs assessments as directed by the school board facility steering committee. *Roofing repairs due to a hail storm in 2022 were made at facilities throughout the district. **Strategy's Expected Result/Impact:** Campus facilities will be maintained and improved to help support safe, positive, and productive educational experiences for all LISD students. **Staff Responsible for Monitoring:** Superintendent and CFO **Funding Sources:** - 199 - General Fund - Facilities Acq & Construction - $1,251,870	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district completed a staffing and demographic study in the 2023 -2024 school year. **Strategy's Expected Result/Impact:** To assist in determining the appropriate number of staff as well as possible campus renovations or additions. **Staff Responsible for Monitoring:** Superintendent.	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct an annual parent survey that includes rating of district facilities. **Strategy's Expected Result/Impact:** Student, parent, and community feedback will continue to be positive and constructive as related to educational facilities (via survey results) **Staff Responsible for Monitoring:** Superintendent; CFO; Asst. Superintendent				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Child Nutrition Department will provide qualifying LISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law. **Strategy's Expected Result/Impact:** Any/all qualifying students will receive a nutritionally balanced meal on a daily basis. **Staff Responsible for Monitoring:** Child Nutrition Director, Department of School Finance, CFO **Funding Sources:** - 240 - Child Nutrition - $2,055,760				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will work continue to provide students meals in situations involving non-payment of breakfast/ lunch charges. **Strategy's Expected Result/Impact:** Students will continue to be provided nutritionally balanced meals. **Staff Responsible for Monitoring:** Child Nutrition Director and Campus Principals. **Funding Sources:** - 199 - General Fund - Food Service - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Federal, state, and local funds will be allocated as determined by TAPR, federal accountability, state accountability, and PBMAS results. **Strategy's Expected Result/Impact:** Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments as evidenced by TAPR, PBMAS, federal accountability, and single audits **Staff Responsible for Monitoring:** Superintendent; CFO; Asst. Superintendent; Department of Finance				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Department of Finance internal documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Formative expenditure reports will be reviewed by campus and district administration **Strategy's Expected Result/Impact:** Financial accountability will continue to show transparency and excellence in all areas as evidenced by financial accountability results, sign-ins on reviews, and single audits **Staff Responsible for Monitoring:** Superintendent; CFO; Director of Finance; Asst. Superintendent; Principals				

 No Progress  Accomplished  Continue/Modify  Discontinue

District Planning and Decision Making Committee

Committee Role	Name	Position
Parent	Heather Andrews	
Parent	Jeni Clark	
Community Representative	Marta Ellison	
Community Representative	Susan Millican	
Business Representative	Monica Wykes	
Business Representative	Elisa Miller	
Paraprofessional	Jennifer Scott	LMS Aide
Non-Professional Support Staff	Ron Poage	TECH Director
Professional Staff Special Education	Karen Turner	Director of Special Services
District-level Professional	Whitney Walker	HR Director
Professional Staff Campus Level Non-Teaching	Leanne Bobo	KWE Principal
Classroom Teacher	Judith Ann McGhee	LHS
Classroom Teacher	Tracey Davis	LHS
Classroom Teacher	Brook O'Connor	LHS
Classroom Teacher	Daina Dewald	LMS
Classroom Teacher	Trey Leffler	LMS
Classroom Teacher	Sarah Chavez-Tolliver	LMS
Classroom Teacher	Jennifer Cadran	TCE
Classroom Teacher	Bailey Kleckner	TCE
Classroom Teacher	Jason Jones	TCE
Classroom Teacher	Codie Tucker	HSE
Classroom Teacher	Erin Evans	KWE
Classroom Teacher	Sherrie Perkins	HSE
Teacher - ELL	Shawna Harrison	KWE
Classroom Teacher	Tanya Martin	HSE
Teacher - Inclusion	Tammy Burks	KWE
Chairman	Dana Holcomb	Assistant Superintendent

District Funding Summary

199 - General Fund - Basic Education 11					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$13,215,680.00
				Sub-Total	$13,215,680.00
				Budgeted Fund Source Amount	$13,215,680.00
				+/- Difference	$0.00

199 - General Fund - GT Allotment 21					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$88,404.00
				Sub-Total	$88,404.00
				Budgeted Fund Source Amount	$88,404.00
				+/- Difference	$0.00

199 - General Fund - CTE Allotment 22					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$2,023,741.00
				Sub-Total	$2,023,741.00
				Budgeted Fund Source Amount	$2,023,741.00
				+/- Difference	$0.00

199 - General Fund - SPED Allotment 23/33					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$5,527,335.00
				Sub-Total	$5,527,335.00
				Budgeted Fund Source Amount	$5,527,335.00
				+/- Difference	$0.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	10			$2,050,755.00
				Sub-Total	$2,050,755.00

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,050,755.00
				+/- Difference	$0.00

199 - General Fund - Bilingual/ESL Allotment 25					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$8,404.00
1	2	3			$77,502.00
				Sub-Total	$85,906.00
				Budgeted Fund Source Amount	$85,906.00
				+/- Difference	$0.00

199 - General Fund - Early Education Allotment 36					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$321,186.00
				Sub-Total	$321,186.00
				Budgeted Fund Source Amount	$321,186.00
				+/- Difference	$0.00

199 - General Fund - Dyslexia Allotment 37/43					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$399,249.00
				Sub-Total	$399,249.00
				Budgeted Fund Source Amount	$399,249.00
				+/- Difference	$0.00

199 - General Fund - CCMR Allotment 38					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5			$225,048.00
				Sub-Total	$225,048.00
				Budgeted Fund Source Amount	$225,048.00
				+/- Difference	$0.00

199 - General Fund - Instruction 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$70,312.00

199 - General Fund - Instruction 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$70,312.00
				Budgeted Fund Source Amount	$70,312.00
				+/- Difference	$0.00

199 - General Fund - Library 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14			$457,786.00
				Sub-Total	$457,786.00
				Budgeted Fund Source Amount	$457,786.00
				+/- Difference	$0.00

199 - General Fund - Staff Development 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$433,675.00
				Sub-Total	$433,675.00
				Budgeted Fund Source Amount	$433,675.00
				+/- Difference	$0.00

199 - General Fund - Instructional Leadership 99 U					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$136,156.00
				Sub-Total	$136,156.00
				Budgeted Fund Source Amount	$136,156.00
				+/- Difference	$0.00

199 - General Fund - School Leadership 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	5			$2,230,023.00
				Sub-Total	$2,230,023.00
				Budgeted Fund Source Amount	$2,230,023.00
				+/- Difference	$0.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1			$1,083,045.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,083,045.00
				Budgeted Fund Source Amount	$1,083,045.00
				+/- Difference	$0.00

199 - General Fund - Social Work 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$52,205.00
				Sub-Total	$52,205.00
				Budgeted Fund Source Amount	$52,205.00
				+/- Difference	$0.00

199 - General Fund - Health Services 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	2			$395,623.00
				Sub-Total	$395,623.00
				Budgeted Fund Source Amount	$395,623.00
				+/- Difference	$0.00

199 - General Fund - Transportation 99 Undistribut					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1			$2,885,667.00
				Sub-Total	$2,885,667.00
				Budgeted Fund Source Amount	$2,885,667.00
				+/- Difference	$0.00

199 - General Fund - Extracurricular 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1			$379,118.00
				Sub-Total	$379,118.00
				Budgeted Fund Source Amount	$379,118.00
				+/- Difference	$0.00

199 - General Fund - Athletics Extracurricular 91					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	1			$1,390,893.00

199 - General Fund - Athletics Extracurricular 91					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,390,893.00
				Budgeted Fund Source Amount	$1,390,893.00
				+/- Difference	$0.00

199 - General Fund - Food Service					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	3	2			$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,000.00
				+/- Difference	$0.00

199 - General Fund - General Administration 99 Und					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,954,522.00
				Sub-Total	$1,954,522.00
				Budgeted Fund Source Amount	$1,954,522.00
				+/- Difference	$0.00

199 - General Fund - Facilities Maintenance & Oper					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$5,620,968.00
				Sub-Total	$5,620,968.00
				Budgeted Fund Source Amount	$5,620,968.00
				+/- Difference	$0.00

199 - General Fund - Security & Monitoring 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	10			$554,087.00
				Sub-Total	$554,087.00
				Budgeted Fund Source Amount	$554,087.00
				+/- Difference	$0.00

199 - General Fund - Technology 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	2			$1,309,554.00

199 - General Fund - Technology 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,309,554.00
				Budgeted Fund Source Amount	$1,309,554.00
				+/- Difference	$0.00

199 - General Fund - Community Services 99 Undistr					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	7			$167,812.00
				Sub-Total	$167,812.00
				Budgeted Fund Source Amount	$167,812.00
				+/- Difference	$0.00

199 - General Fund - Intergovernmental 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$302,000.00
				Sub-Total	$302,000.00
				Budgeted Fund Source Amount	$302,000.00
				+/- Difference	$0.00

199 - General Fund - Capital Leases 99 Undistri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	4			$136,000.00
				Sub-Total	$136,000.00
				Budgeted Fund Source Amount	$136,000.00
				+/- Difference	$0.00

199 - General Fund - Facilities Acq & Construction					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	2			$1,251,870.00
				Sub-Total	$1,251,870.00
				Budgeted Fund Source Amount	$1,251,870.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$754,741.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$754,741.00
				Budgeted Fund Source Amount	$754,741.00
				+/- Difference	$0.00

224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$728,513.00
				Sub-Total	$728,513.00
				Budgeted Fund Source Amount	$728,513.00
				+/- Difference	$0.00

225 - IDEA B, Preschool SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8			$11,991.00
				Sub-Total	$11,991.00
				Budgeted Fund Source Amount	$11,991.00
				+/- Difference	$0.00

240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	3	1			$2,055,760.00
				Sub-Total	$2,055,760.00
				Budgeted Fund Source Amount	$2,055,760.00
				+/- Difference	$0.00

244 - Perkins, Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$38,594.00
				Sub-Total	$38,594.00
				Budgeted Fund Source Amount	$38,594.00
				+/- Difference	$0.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12			$129,103.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$129,103.00
				Budgeted Fund Source Amount	$129,103.00
				+/- Difference	$0.00

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

289 - Title IV, School Support & Enrichment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$55,894.00
				Sub-Total	$55,894.00
				Budgeted Fund Source Amount	$55,894.00
				+/- Difference	$0.00
				Grand Total Budgeted	$48,525,216.00
				Grand Total Spent	$48,525,216.00
				+/- Difference	$0.00

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

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

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

PFS Criteria Summary

RECENT QUALIFYING MOVE
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);

+

FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	**Grade Level**	**Grade Level**
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: - LEP/EL - Over age - Retained	Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

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

School District: Lampasas	Priority for Service (PFS) Action Plan	Filled Out By: Tonya Ramos and Polo Vielma
Region: 12	School Year: 2023 - 2024	Date: 07/10/2023

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

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

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			

▪ Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

Anna Klein — LEA Signature

7-18-23 — Date Completed

Yolanda Rollins — ESC Signature

7/10/23 — Date Received

PFS Signature

Date Completed

Jonya Ramos — PFS Signature

7/10/23 — Date Completed