

Lampasas Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lampasas ISD covers over 600 square miles in four counties (Lampasas, Burnet, Coryell, and Bell). Approximately 3346 students are enrolled in LISD. The district has five campuses; three elementary campuses, a junior high, and a high school. The ethnic breakdown is as follows:

African American	2.7%
Hispanic	26.0%
White	65.6%
American Indian	0.7%
Asian/Pacific Islander	1.5%
Two or More Races	3.6%

52.1% of the student were eligible for free/reduced meals during the '16-'17 year.

10.0% of the students were served through Special Education.

98 students are identified at English Language Learners (ELL) and 98 (3.0%) were served through ESL.

During the '16-'17 school year, 311 students (9.4%) were served in the GT program; as compared to the '15-'16 school year of 324 (9.6%)

331 (10.0%) of the students are severed through Special Education services.

2017-2018:

The district enrollment is up for the first day of school for the 2017-2018 school year by 12 as compared to the previous year but finished the 2016-2017 year 20 lower than than the last day of school the previous year. High School and Middle School enrollment remained the same while Hanna Springs saw a slight increase and Kline Whitis and Taylor Creek experienced slight decreases. Previously, enrollment has fluctuated approximately 40 students from year to year. The district has no reason for the decrease, such as a known loss of employment opportunities. The east end of the district anticipates growth with a number of sub-divisions developing.

Demographics Strengths

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: Special Education ESL reading, math, and writing scores continue to remain the same or see only small increases over time.

Student Achievement

Student Achievement Summary

Lampasas ISD met standard for all indices in the 2017 Texas Accountability Rating System. Lampasas High School received distinction designations in 6 out of 7 areas. Hanna Springs received one distinction and Taylor Creek received one distinction.

The district's notable 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 Learning Keys, increased support from Instructional Specialists, Designing and Delivery of Engaging Lessons, and campus-centered walk-through protocols.

Student Achievement Strengths

STAAR Achievement: LISD performed well on STAAR assessments administered in 2016 by scoring at or above state averages on 14 of 22 assessments. Our district earned 8 distinctions, and was in the 2nd Quartile in 14 different areas. Several distinctions were missed by only a few percentage points.

SAT/ACT: 55.3% of the graduating class of 2017 took either the ACT or the SAT. Average scores in Lampasas ISD were above state averages in Reading, English, Science, and Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our district has missed earning distinctions in 14 key areas by 4 percentage points or less.

District Culture and Climate

District Culture and Climate Summary

Research shows that teachers need to feel connected to a common goal that is communicated clearly and in a work place where they feel supported.

Our district Reading Initiative, as well as the new implementation of Daily Five, continues to be a strong presence in our elementary settings. Trainings provided by the district, campus throughout the year to address these strategies. Teacher/staff input is important to the administration in decisions such as common assessments, 1:1 device initiatives, instructional materials committees, Essential Safety Nets SEs, selection of curriculum programs.

Research also indicates that students who feel connected to their school, peers and community are more likely to experience academic success and positive health. Discipline referrals from 2016-2017 demonstrates that our instructional program for drug prevention, gang avoidance and anti-bullying campaign is proving effective. Campuses review discipline reports on a monthly basis. The positive student recognition programs and recognition activities compliment the anti-violence instructional programs. Our district is committed to supporting our teachers in their endeavors to meet each student's academic needs as well as our students' physical and social needs.

District Culture and Climate Strengths

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 safety drills: fire, tornado, intruder, social media.

Staff Development: Staff development opportunities are based on teacher input, T-TESS goals as well as data-walks information based on research-based Learning Keys strategies to increase student learning. Evaluations indicate staff like the conference-style two-day August PD that allows staff to choose 12 sessions out of just under 100 offerings. Bright Bytes surveys: All teachers and students grades 4-12 completed surveys covering a variety of topics, to include campus climate.

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.

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

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Our district will continue to reach out to parents and community members via social media, BlackBoard Mass Communication, and a new, updated website.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2017-2018, Lampasas ISD will continue to attract and retain the highest quality teachers and staff and support their efforts with quality professional development. Competitive district salary schedules, benefits, and a quality environment for teaching and learning will be emphasized. Meaningful professional development opportunities will be provided that support school district goals and continuous professional growth for personnel.

Staff Quality, Recruitment, and Retention Strengths

100% of teachers are highly qualified

100% of paraprofessional staff are highly qualified

Strategies are in place for any personnel not highly qualified to become so

Use of various means to advertise job openings--district website, TASA, ESC, and social media

District-wide teacher mentoring program aids in retention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lampasas ISD will utilize Instructional Specialists on individual campuses this year to provide more support with instructional coaching, instructional technology, and curriculum alignment. The Daily Five initiative for our elementary campuses has also been initiated to help increase reading proficiency for students in grades K-3. In addition, our district continues a comprehensive system of common assessments and benchmarks in core subjects utilizing Eduphoria Aware for data disaggregation and multiple item banks including WebCCat, STAAR Testmaker and TRS assessment items. Assessments were aligned to STAAR blueprints. Testing norms and data protocols were established and distributed to staff and administration. Teachers were trained to analyze data in assessments to discover how data should be used to drive instruction. District staff, the ESC, and Lead4ward were utilized to train staff. All teachers have been trained using the Learning Keys format for the design and delivery of engaging lessons. Campus teams utilize Data Walks/Peer Observations to collaborate and support teachers and ensure that components are being utilized.

Additional training was provided to teaching staff using a wide range of instructional technologies that included iPads, Chromebooks, laptops, programs/apps that can be used with the devices as well as digital textbooks.

TEKS Resource System continues to be used as a tool to ensure student expectations are covered to the specificity needed.

Curriculum, Instruction, and Assessment Strengths

Eduphoria Aware: Administrators, teachers and interventionists used data in Eduphoria Aware to address specific SEs for our at-risk students and to design instructional programs to meet the needs of all students.

AP Program: All AP and Pre-AP teachers have training through College Board; additionally, Pre-AP Math and Science Teachers attended National Institute for Math and Science summer workshops.

Staff Development: Multiple eCourses were available as well as face to face training opportunities for staff during the summer and throughout the school year. Teacher leaders were recruited to share their expertise with colleagues during this two-day professional development program to facilitate the development of instructional teacher-leaders throughout the district. In addition, the district is using Eduphoria walk-throughs as a tangible means to measure effectiveness.

DAEP: The DAEP program continues to have a positive impact on students assigned to DAEP. The academic performance and emotional needs of the students attending our DAEP campus has improved.

Gifted-Talented: Lampasas ISD offers special programs to gifted talented students as follows: Summer academic camps are offered for students in grades 3-12. These included writing, STEM for elementary; writing, social studies and STEM for middle, and STEM/Robotics for high school. The Distinguished Scholar Program at Lampasas Middle School is now available for high school students as well.

Special Education: LISD utilizes co-teaching arrangements for core subjects at all campuses for inclusion.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: LISD will work to increase support for students and classroom teachers in the area of Instructional Coaching, Instructional Technology, and Curriculum Alignment.

Family and Community Involvement

Family and Community Involvement Summary

Lampasas ISD will actively engage parents and the community in the education process of our students. LISD hosts several opportunities for our families and community members to be involved in at our campus. All of our activities are posted on our school and district website as well as our marquee. Middle School and High School campuses are beginning to utilize Parent Portals in the new Learning Management Systems, Nearpod, and Canvas. Notes are sent home in both English and Spanish well in advance of the scheduled events. We also utilize School Messenger to communicate events and activities to parents. LISD also teams up with local community businesses and organizations to provide outreach programs to our community and students. Our annual district parent survey collects valuable input from all shareholders.

Family and Community Involvement Strengths

Parent Academies: Workshops are offered to parents of students with disabilities, AP nights, iCafe nights, Team U Nights, and Family Nights provide opportunities for parents to be involved.

Community Involvement: Students with disabilities are working in community-based job sites gaining employability skills (bank, veterinary clinic, hospital, grocery store, lawyer's office)

The year kicked off with the Read on Lampasa initiative to promote reading in the community. Every student in LISD read *The Promise* and now the community is challenged with reading the book. The public library is having monthly opportunities for children to come to the library and be read to by older students, volunteers are going to campuses to read to classes, high school students are reading partners with students at Boys & Girls Club one a week at the library.

Advisory Committees to include parents/community members: The district and campuses value the input of parents and community members serving on site base committees, SHAC, CTE Advisory Committee, and Community and Student Involvement.

Partnerships with community resources: such as Family Medicine Clinic, Public Library, Boys & Girls Club, CRCG, Website, SchoolMessenger, Twitter, Facebook, Kindergarten Round-Up

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Our ESL and special populations continue to need more help, support, and collaboration from our district.

District Context and Organization

District Context and Organization Summary

LISD began the 2017-2018 school year with an a new Instructional Specialist, with new defined roles and responsibilities, on each of our five campuses. Our Daily Five initiative has also been implemented at the elementary campuses to help increase the overall reading proficiency of students in Kindergarten-3rd Grades.

Administrators monitor implementation of CIP objectives through classroom observations, attending weekly team meetings, data analysis of various testing instruments and teacher professional conversations. Campus administration is utilizing Learning Keys and Eduphoria walk-throughs to meet instructional goals. Individual teacher, grade level and department heads brings various academic topics to the table that reflect the needs of staff. LISD welcomes parents and community members through various academic family activities, luncheons, recognition programs, community events (Veteran's Day) and orientation nights.

District Context and Organization Strengths

LISD has restructured the curriculum department to include a team of 5 Instructional Specialists. These ISs are responsible for supporting teachers in the implementation of district/campus curriculum, instruction, and instructional technology goals. ISs meet this objective by structuring and providing professional support for teachers that can be delivered in various channels: online, face to face and with campus level teams.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: LISD will continue to focus curriculum and instructional efforts on our Daily Five reading initiatives to help increase the number of students who are proficient in reading by the end of 3rd Grade.

Technology

Technology Summary

As a district, we are consistently upgrading our network infrastructure to match the growing demands of our users, who utilize the internet and bandwidth-intensive multimedia forms of curriculum and instruction, and an increasing number of mobile devices. This year also marks the second year of a four-year plan to equip all 5th - 12th graders with mobile devices (iPads or Chromebooks) for use in the classroom.

To meet this demand, the district has increased wireless and wired capabilities on all campuses. The district was able through Erate C2 funding to improve its network infrastructure from 1GB to 10GB during the Summer of 2015, as well as increase its internet bandwidth to support the capabilities of end users mobile and non-mobile devices. In addition, the district has a wireless network (WLAN) at all campuses to provide Wi-Fi density at the Middle & High Schools. The elementary schools currently have adequate Wi-Fi coverage, but plan to increase the number of wireless access points during the 2017-18 school year to achieve maximum coverage. For increased intranet bandwidth each campus has a 10 GB LAN which is in turn connected by a district wide 10 GB WAN. Four of the five campuses share 500 MBPS of internet bandwidth with potential growth up to 1 GBPS. The fifth campus Taylor Creek Elementary has a dedicated 250 MBPS bandwidth connection with a potential of up to 1 GBPS.

Technology Strengths

Our teachers and students continue to become increasingly proficient with a variety of devices and software applications, including both mobile and non-mobile, PCs, Chromebooks, and iPads. Elementary classrooms are equipped with desktop PCs for teacher use, and at least three iPads for student use. They also have access to full, class sets of iPads available through the library. The use of these iPads at the lower elementary level helps prepare them for the 1:1 iPad environment, which begins in 5th grade. We continue to explore other, additional options for elementary classrooms, including shared Chromebooks.

This year our 1:1 program, the iBadger 1:1 Initiative, includes all students in grades 5-8. These students are issued individual iPads for instructional use, which are funded using both I.M.A. and general funds. Additionally, we are currently rolling out Chromebooks at the high school level in anticipation of the third and fourth phase of our 1:1 initiative, where we will provide Chromebooks to all 9th graders in the 2017-2018 school year (phase 3) and all 10th-12th graders in the 2018-2019 school year (phase 4).

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.

Community outreach continues with ongoing 1:1 initiative and non-initiative-related) newsletters, social media, face-to-face parent learning opportunities, and iCafe, offered each Monday evening from 3:30-5:30 in the high school library for students, parents, and community members to access high speed

internet and learn about topics related to technology use.

Problem Statements Identifying Technology Needs

Problem Statement 1: LISD strives to provide ongoing, current opportunities to excel via relevant technology and educational software programs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data

Goals


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

Performance Objective 1: By Spring 2018, the percentage meeting or exceeding proficiency will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1: All students and each special population will exceed the state average on the STAAR tests, and meet ARD expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TEKS Resource System (TRS) will be utilized by all teachers at each campus including special education, ESL, and gifted and talented teachers to ensure academic success for all students in all core classes.	Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators	State Assessments, Common Assessments, Benchmark Assessments				
System Safeguard Strategy 2) Ongoing data analysis will be conducted utilizing programs that include Eduphoria Aware, OnSuite, reading screener K-2, iStation, Think Through Math, Lexia, and Program for Dyslexia Intervention to dis aggregate student expectation data for each student and class including special populations such as special education and ESL for all core classes so that student weaknesses may be addressed with appropriate interventions.	Asst. Supt.; Principals; Asst. Principals; Teachers; Interventionist	Nine Weeks Grades; Common Assessments; Benchmark Assessments				
3) Using Federally allocated Title II funds for the 2017-2018 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.	Asst. Superintendent, Director of Finance, Principals	Eduphoria workshop documentation of trainings, teacher surveys, increased state assessment results				
Funding Sources: 255 - Title II, Part A - 90362.00						

4) Tested subjects 1st grade-11th 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.	Asst. Superintendent, Curriculum Specialists, Principals, Teachers	Common Assessment and Benchmark Blue Prints and Tests				
System Safeguard Strategy PBMAS 5) Summer School programs and Summer Academic camps will target students in special populations to include special education, dyslexia, economically disadvantaged, and ESL with a focus on Reading and Writing strategies.	Principal, Curriculum Specialists, ESL facilitators, SPED teachers, dyslexia coordinators	Student sign-ins				
Funding Sources: 199 - General Fund - Bilingual/ESL 25 - 26564.00						
6) The district will participate in shared services with the ESC for migrant and ESL services to include Imagine Learning.	Asst. Superintendent, Principal, ESL facilitators	Family surveys, Identification & Recruitment Plan documentation				
System Safeguard Strategy 7) Instructional Specialists will review the SEs determined to be the important in all core subjects (Essential Safety Nets)	Asst. Superintendent, Principal, ISs, teachers					
System Safeguard Strategy 8) The district will continue to increase training and support for General Education Teachers and Special Education Teachers related to academic student needs in Special Education reading, mathematics, writing, and social studies instruction.	Asst. Superintendent, Principal, Special Education personnel, ISSs, teachers	Increased performance on state assessments in Special Education reading, math, writing, and social studies.				
9) Implement the Daily Five Cafe, a reading framework for student learning, to help increase reading proficiency in grades K-3.	Asst. Superintendent, Principal, ISs, teachers	Increase the reading levels and reading performances on state assessments for all students.				
10) Using Federally allocated Title IV funds for the 2017-2018 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.	Asst. Superintendent, Director of Finance, Principals	Eduphoria workshop documentation of trainings, teacher surveys, increased state assessment results				
Funding Sources: 289 - Title IV, School Support & Enrichment - 15984.00						
						







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

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

Evaluation Data Source(s) 2: The Accountability Index 3 will reflect a closing of performance gaps above the state target score.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Grades K-8 will utilize the Pearson Waterford, Lexia, Imagine Learning, Istation, and Think Through Math to provide differentiated instruction for all groups including ESL, dyslexic homeless/foster, 504, and special education.</p>	Principals K-5; Teachers; Asst. Supt.	Common Assessments; Progress Reports; Report Cards				
2) Students will be identified as at-risk using the State Compensatory Education criteria.	Principals, Counselors, Teachers, Asst. Supt.	PEIMS; TAPR; STAAR; ISIP				
<p>PBMAS</p> <p>3) Identified at-risk students including homeless/foster, dyslexic, ESL, special education, Section 504 will be provided tutoring and Response to Intervention RTI activities to monitor areas of weaknesses by campus interventionists so the students will have academic success.</p>	Asst. Superintendent, Dir. of Special Education, Principals, Teachers, Interventionists	Benchmark Tests; STAAR results				
Funding Sources: 199 - General Fund - Bilingual/ESL 25 - 12940.00, 224 - IDEA B, Formula SpEd - 634043.00						
4) The district will provide academic support for struggling learners and increase student engagement (as defined by Learning Keys and researched-based learning components), through the use of interventionist support personnel (Interventionists and Intervention paraprofessionals), and a partially funded Instructional Specialist.	Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel	District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results.				
Funding Sources: 211 - Title I, Part A - 626345.00						
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.	Principals, Teachers, Asst. Superintendent, Attendance Clerks, Counselors, Asst. Principals	Attendance Data, Discipline Reports, Progress Reports, Nine Week Grades, Leaver Code Reviews				
6) Participate in the GEAR UP grant for students in the 11th and 12th grade during the 2017-2018 school year.	Principal; GEAR UP facilitator, Asst. Superintendent, Director of Finance	Sign-in sheets, Common Assessments, Benchmarks, STAAR				


<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>7) Special education students will be provided intensive effective interventions to address their individual needs so that the passing rates of special education students grades 3-12 improve for the 2017-2018 school year in all areas.</p>	<p>Asst. Superintendent, Special Ed Director, Principals, Teachers</p>	<p>Common Assessments, Benchmarks</p>				
<p>8) 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</p> <p>*Priority of Services Action Plan</p>	<p>Counselor; PEIMS clerk; Principal: ESC XII</p>	<p>Annual Performance Report; Migrant Application/Form Required</p>				
<p>9) The district will partially fund a PPCD teacher in order to provide support for children in preschool programming with disabilities.</p>	<p>Director of Special Services, Principal</p>	<p>Progress towards mastery of IEP goals.</p>				
<p>10) The district will offer educational support, intensive, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. These support systems will include the use of intervention personnel, summer school programming, and DAEP programming.</p>	<p>Principal; Teachers; Instructional Specialist</p>	<p>Surveys; Observations; Test Results</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: By Spring 2018, the percentage meeting advanced performance will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1: All students and each special population will exceed the state Advanced average on the STAAR tests, meet federal expectations.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Integrate Learning Keys strategies that foster higher-level thinking and problem-solving skills in classroom instruction.	Asst. Superintendent, Principals; Teachers	Observations, Common Assessments, Increase in Advanced Performance/Level III				
2) Targeted academic camps to address objectives needing mastery by high performing students through: Boot Camps specific to subjects Summer Academic Camps SAT/ACT Prep Camps	Principals, Teachers	Benchmarks, Performance Level III on state assessments				
3) Each campus will create a MakerSpace lab to promote higher level thinking opportunities relating to all subjects and real-life situations.	Principals, ISs, teachers	Benchmarks, Performance Level III on state assessments				
						

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classes 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.	Assistant Superintendent, High School CTE Director; Teachers; Principal; CTE dept. chair	Increase in industry-recognized certifications, increase in internships and apprenticeship participation				
Funding Sources: 199 - General Fund - CTE 22 - 993680.00						
2) Career opportunities and occupational information will be included in the regular curriculum with emphasis in certifications and endorsements; in all classes there will be an emphasis on how the subject matter relates to occupations and use in real life.	Principals, Teachers, Asst. Superintendent, Asst. Principals	Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding				
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.	Assistant Superintendent, CTE Director, Special Education Director					
Funding Sources: 244 - Career and Technical - 30808.00						
4) AP and Pre-AP 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 for 2019 will be verified by departments to ensure proper placement for all students.	Principal, Teachers, Departments, Counselors	Students will have a better understanding of college readiness through a more rigorous course load.				
Funding Sources: 199 - General Fund - HS Allotment 31 - 411959.00						
						

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Asst. Superintendent, Principals, Teachers, GT Facilitator	Student Products, Increase in Advanced Level III performance on STAAR Assessments				
Funding Sources: 199 - General Fund - GT 21 - 70452.00						
2) TEKS Resource will be utilized by core subject teachers to ensure student expectations are covered to the specificity of the state standards.	Asst. Superintendent, Principals, Teachers, Curriculum Instructional Technologists	Eduphoria walk-throughs, STAAR				
						

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

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

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Strategies to improve understanding of concepts and vocabulary related to the specific subject matter for ESL and special education students by providing staff development that will strengthen instructional strategies in this area.	Asst. Superintendent, Principals, Teachers, ESL Facilitators, SpEd	Lesson Plans, Walk-throughs, Common Assessments				
2) PreAP and AP teachers will attend College Board AP training and Laying the Foundation training	Asst. Superintendent, Principals, Curriculum Specialist, Teachers	Certificate for attending training, AP test results, commended/Level III attainment on STAAR				
3) Instructional Specialists will train teachers in the Designing and Delivering Engaging Lessons and Designing Engaging Student Work components of C&I.	Asst. Superintendent, Principals	Eduphoria walk-throughs, Certificate of Attendance, Common Assessments, Benchmarks, STAAR				
System Safeguard Strategy 4) General and special education teachers will receive adequate training in strategies to support special education students in all settings	Asst. Superintendent, Special Education Director, Principal	Certificates of Attendance				

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At appropriate grade levels, career inventory surveys will be administered and the results will be shared with students and parents and the information will also be used to provide career counseling to students.	Principals, Counselors	Observations, Common Assessments, Increase in Commended Performance/Level III				
2) At elementary grades, career and occupational instruction will be integrated through special days such as Ag Day, Family Reading Nights, and special guest speakers.	Principals, Asst. Principals, Counselors	Sign-in Logs, Observations, Counseling Plans				
3) Counselors will provide career counseling and offer up-to-date information relating to higher education opportunities to include current course selection for future beyond high school, admission and financial aid, TEXAS grant program, Teach for Texas grant programs.	Principals, Counselors, Teachers	Counseling Log, sign-ins, Student Surveys				
4) Utilize Career Cruising to assist students in their interests and courses that would support their desired endorsement.	LMS counselors, principal, LHS counselors and principal	Career Cruising Report for each student				
						







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

Performance Objective 6: By May 2018, LISD campuses containing K-8 will implement programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students grades K-6 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity.	Asst. Superintendent, Principals, Teachers	Observations, Staff Development				
2) All students in grades 3-12 as required, will have a physical fitness assessment conducted at least once a year.	Asst. Superintendent Principals, Teachers, Nurses	FitnessGram Statistical Data, TEA Reporting on State Averages				
3) The District will maintain and update on a regular basis a district wellness policy.	Asst. Superintendent, Principals, Teachers, Director of Child Nutrition, Director of School Health	Bi-Annual Audits, Yearly Reviews				
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.	Asst. Superintendent, Principals, Teachers, PE Teachers, Campus Nurse, Counselors, School Psychologist, Cafeteria Workers, Ancillary Staff, Parents/Community Members	Surveys, Student Evaluations and Testing, School Health Index				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Strategies for improvement of student attendance will be provided at each campus: 1) announcements, parent orientation, newsletters, conferences, incentives, recognition for perfect attendance; and 2) phone calls to parents for absences, home visits by campus attendance officer, tracking of "leavers", legal filings for chronic absences.	Principals, Teachers, Asst. Principals, PEIMS Personnel, Attendance Clerks	Weekly and Semester Attendance Reports				
2) Each campus will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.	Superintendent, Asst. Superintendent, Principals, Asst. Principals, Counselors, Teachers	Staff Development, Incident Reports, PEIMS				




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 Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All district staff will be trained in the district policy and procedures in dealing with bullying, cyber-bullying, homeless circumstances, harassment, dating violence, abuse, grief-informed/trauma informed practices, and suicide prevention.	Asst. Superintendent, Principals	Training sign-ins				
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 .	Asst. Superintendent, Principals, Director of Transportation, Food Service, and School Health	Documentation of training				
						


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

Performance Objective 3: In 2017-2018, a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

Evaluation Data Source(s) 3: A comprehensive safety plan is in place.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel.	Counselors, Asst. Supt.	Counseling Log, Student Surveys, Discipline Reports				
2) The Drug Dog Program and Student Drug Testing will be utilized at upper level campuses on a random basis in order to reduce the number of drug-related incidences.	Principals, Teachers, Asst. Principals, Counselors, Drug Dog company	Discipline Reports, Report/Drug Dog Visit				
3) Red Ribbon Week will be observed with activities, speakers and classroom lessons to show and teach students about the dangers of all drug use.	Principals, Teachers, Asst. Principals, Counselors	Lesson Plans, Discipline Referrals, Observation				
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) as our district offers this program.	Principals, Teachers, Counselors, Asst. Principals	Surveys, Observations, Discipline Referrals				
5) 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.	Superintendent, CFO, Principals, Teachers	Training documentation, Practice drill documentation				
6) Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people.	Superintendent, CFO, Asst. Superintendent, Principals, Teachers	Self-evaluations, Observations, Surveys				
7) The District and each campus will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.	Superintendent, CFO, Asst. Superintendent, SRO, Principals, Teachers	training sign-ins, Surveys, Plans,				

8) Each campus and the district will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning.	Superintendent, CFO, Asst. Superintendent, Principals, Asst. Principals, Teachers	Crisis Management Plan, drill practice documentation				
9) 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.	Principals, Asst. Principals, Teachers	Documentation of Drills				
						







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 Source(s) 1: Staff development and training sessions will be implemented to ensure all professional staff members are certified and meet "highly qualified".

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The District will assist teachers not currently highly qualified to meet the highly qualified requirements by the end of the school year 2017-2018. Attract, hire, and retain highly qualified teachers.	Asst. Superintendent, Principals, Human Resources Department	TEExES Results, Student STAAR; HQ Report of NCLB				
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-HQ teachers.	Asst. Superintendent, Principals, Human Resources Department	Class Schedules, Student STAAR, HQ Report to NCLB, Observations				
3) Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% by end of 2017-2018.	Asst. Superintendent, Principals	Surveys, Student STAAR, HQ Report to NCLB, Observations, PDAS, TRS-LINKS Training				
4) The percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses will meet 100% by end of 2017-2018.	Asst. Superintendent, Principals, Human Resources Department	TEExES Results, Student Schedules, Student TAKS, HQ Report to NCLB				
5) Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2017-2018.	Asst. Superintendent, Principals, Human Resources Department	Class Schedules, Student STAAR, HQ Report to NCLB, Observations				
6) Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by end of 2017-2018.	Asst. Superintendent, Principals, Human Resources Department	Surveys, Student STAAR, HQ Report to NCLB, Observations				
7) The T-TESS instrument will be consistently used to align professional staff development needs and student progress.	Asst. Superintendent, Principals, Asst. Principals, Human Resources Department	STAAR, T-TESS Forms, Walk-throughs				
8) Principals and Assistant Principals will complete Eduphoria walk-throughs in all classrooms on a consistent basis to monitor instructional strategies and the use of the timeline.	Asst. Superintendent, Principals, Asst. Principals	Eduphoria Walk-through data				


9) Provide a mentoring program to all teachers new to the district for one year and new to the profession for two years.	Asst. Superintendent, Principals, Asst. Principals, Curriculum Specialist	Mentor/Mentee sign-in, meetings, workbook				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campuses will provide a campus communication to parents so that they can be updated on new activities on the campuses.	Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	Documents; Newsletters; District Website; SchoolMessenger, Twitter, Facebook				
2) At the beginning of the school year, a Meet the Teacher Night/Back to School Night will be held for all parents at all campuses.	Principals; Teachers; Asst. Principals; Asst. Superintendent; Counselors	Documents; Surveys; Observations; Attendance Sheets				
3) To provide interaction and involvement of parents, the district and each campus will involve parents and the community in the development of district and campus improvement plans.	Asst. Superintendent; Principals; Teachers	Sign-in Sheets; Observation; Documentation; CIPs and DIP				
4) The district will continue to update the district website so that parents and community members can have access to important information concerning various campus and district activities.	Technology Dept.; Principals; Superintendent	Website; Surveys; Observations				
5) A Campus-Parent Compact will be provided at each Title I campus to every parent in order to promote parental involvement in each child's academic progress.	Principals; Teachers; Asst. Superintendent	Signed Documents				
6) Establish rapport with ESL parents on a campus level by having targeted open houses with interpreters present	ESL Facilitators	Sign-in sheet; Fliers				
						

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

Performance Objective 2: Offer training to all LISD families.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district and each campus will provide trainings to families through Family Nights and Academies that are informational to their student level and needs	Asst. Superintendent, Principals, Asst. Principals, Teachers, Counselors, GEAR UP coordinator	Sign-ins; Surveys				


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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Asst. Superintendent; Student Health Services; Director of Special Services	communication between district and local government agencies.				
2) Participate in Texas Homeless Education Office trainings to provide support to students qualifying under the McKinney-Vento Act and train all campuses in the guide Foster Care & Student Success: Texas Systems Working Together to Transform Education Outcomes of Students in Foster Care.	Asst. Superintendent; Counselors; Campus PEIMS clerks	McKinney-Vento Student Residency Questionnaire. Foster students identified in Skyward.				




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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Technology, including iPads, Chromebooks and laptops will be provided in classrooms to increase student engagement and enhance instructional strategies.	Superintendent, Asst. Superintendent, Instructional Specialists, Technology Director, Principals, Teachers	Surveys, Observations, Training Sign-ins, Assessment Results, STAAR				
2) Teachers will increase integration of technology in the delivery of instruction and in student use of technology in learning activities.	Principals, Asst. Principals, Teachers, Instructional Technologist	Surveys, Benchmark Tests, STAAR results, Training sign-ins				
3) Each campus will complete the Bright Byte survey and the data will be used to improve technology use on each campus.	Instructional Specialists, Principals, Asst. Principals, technology Director	Computer Products, Bright Byte survey completion reports				
4) 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.	Technology Director, Instructional Specialists, Campus Administration, Teachers	Lesson Plans				
						

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

Performance Objective 2: With the goal of meeting the National Educational Technology Standards for Teachers (NETS-S), all teachers will attend 9 hours of technology professional development during the school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Instructional Specialists, formerly known as "CITs," will train classroom teachers in developing product-based lessons, technological enhanced lessons all to support student engagement, interest, and transfer of learning.	Asst. Superintendent, Finance Director	Eduphoria Workshop documentation				
2) Instructional Specialists will train classroom teachers in developing product-based lessons, technological enhanced lessons all to support student engagement, instructional coaching, and the use of instructional technology.	Asst. Superintendent, Instructional Specialists	Training surveys, STAAR, TAPR				

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 Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas Middle School, as well as additional needed improvements for other LISD campuses.	Superintendent; Chief Financial Officer	Long-range plan review agendas				
2) The district will conduct long-range facility needs assessments as directed by the school board facility steering committee	Superintendent	Needs assessment document				
						

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

Performance Objective 2: Meet or exceed 90% approval rating on facilities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct an annual parent survey that includes rating of district facilities.	Superintendent; CFO; Asst. Superintendent	Survey results				
						

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 Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Federal, state, and local funds will be allocated as determined by TAPR, federal accountability, DNM and PBMAS results.	Superintendent; CFO; Asst. Superintendent	TAPR, PBMAS, federal accountability, Single Audits				

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 Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Formative expenditure reports will be reviewed by campus and district administration	CFO; Director of Finance; Asst. Superintendent; Principals	Sign-in on reviews; Single Audits				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Ongoing data analysis will be conducted utilizing programs that include Eduphoria Aware, OnSuite, reading screener K-2, iStation, Think Through Math, Lexia, and Program for Dyslexia Intervention to disaggregate student expectation data for each student and class including special populations such as special education and ESL for all core classes so that student weaknesses may be addressed with appropriate interventions.
1	1	5	Summer School programs and Summer Academic camps will target students in special populations to include special education, dyslexia, economically disadvantaged, and ESL with a focus on Reading and Writing strategies.
1	1	7	Instructional Specialists will review the SEs determined to be the important in all core subjects (Essential Safety Nets)
1	1	8	The district will continue to increase training and support for General Education Teachers and Special Education Teachers related to academic student needs in Special Education reading, mathematics, writing, and social studies instruction.
1	2	7	Special education students will be provided intensive effective interventions to address their individual needs so that the passing rates of special education students grades 3-12 improve for the 2017-2018 school year in all areas.
2	4	4	General and special education teachers will receive adequate training in strategies to support special education students in all settings

Title I

Schoolwide Program Plan

LAMPASAS ISD PARENT INVOLVEMENT GUIDELINE

2017-2018

(Revised 4-19-12, Reviewed 4-18-13, Revised 4-3-14, Reviewed 4-9-15, Reviewed 4-13-16, Reviewed 4-6-17)

Statement of Purpose

Lampasas ISD is dedicated to providing quality education for every student in our district. To accomplish this, we want to establish and maintain partnerships with parents and community. Each student will benefit from supportive, active involvement of all members of the population.

The purpose of parent involvement is to involve and to foster a school-home partnership that will assist all students to succeed. Parents play a vital role as children's first teachers. Their support for their children and for the school is critical to success. A positive link between home and school will create the most conducive learning conditions and will expand and enhance learning opportunities for every child.

Our district recognizes that some students may need extra assistance to achieve their full potential and we will provide this support through Title 1 program activities and various other educational services offered through the district.

Lampasas ISD intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

Parent Involvement in Developing the Policy

The District Site Based Committee is composed of parents, community leaders, and district personnel. The committee has direct input in developing the parent involvement policy on an on-going basis. The Campus Site Based Committee on each campus provides input concerning the campus-based policy for campuses receiving Title funds and attempt to represent an array of student populations in the District. The Title 1 committee will meet annually to discuss the design, implementation and improvement of the Parent involvement Policy and activities. Parent comments from parent/teacher conferences, parent surveys, and other meetings to solicit parent input are used in the development and revision of this policy.

Staff/Parent Communication

Communications with parents, as well as materials and notices sent home, are provided in Spanish as needed.

Teachers will provide progress reports for parents every three weeks. At least one conference concerning the child's progress will be held during the first semester at the elementary level. Secondary level conferences are held as needed. Conferences may also be held at the request of the parent or teacher. Additional communication may come home in the form of phone calls, newsletters, weekly memos, notes home, school marquee, SchoolMessenger, and district and campus websites, Facebook, and Twitter.

Annual Title I Parent Meeting: Lampasas ISD campuses will hold an annual meeting to review Title I guidelines and services offered through the district and campus. Copies of the district's current Parent involvement Policy and the Lampasas ISD Four Party Compact will be distributed at the meeting.

- Home –School compact: In accordance with Title I regulations, each campus receiving Title I funds will develop and annually update a home-school compact. This compact will explain how students, parents, and staff will share responsibility for student performance and success, and will enable them to do so. Campuses are to include parents in the development, review and revising of the compact. All parents will be given a copy of the compact. Parents are to be encouraged to sign that they are in agreement with the compact and return them to the school.
- Parent/Teacher Conference: Teachers (PreK-grade 5) will conference with parents to discuss the status of each student's educational progress. Educational resources to support student success will be discussed.
- School Accountability: The district will provide parents with information on the district/campus accountability rating and student academic achievement standards
- District Website Parent Tab: The staff directory will be available on the Parent Tab of the District Website.
- Family Nights/Parent Academies: Family Nights or Parent Academies will be held on each campus to provide opportunities for parents to participate in learning activities or provide information on topics of interest.

Evaluation

Evaluations will be conducted through:

- Annual Title I meetings on Title I campuses
- Annual Public Hearing for Title programs
- Campus surveys conducted with parents

All three elementary campuses are served as school-wide Title I campuses. The district and each campus hold a meeting with parents to to inform them of the parent involvement guidelines as well as seek parent input in updating the guidelines annually. Parent/Student/School Compacts are completed at the beginning of the yuear. Surveys are completed annually to seek input from parents and to help determine District/Campus Needs Assessments (CNA). The CNA identifies priority ares for improvement as it relates to economically disadvantaged students, ethnic groups, students, with disabilities, LEP, homeless, foster, and migrant students. Communications are sent home in English and Spanish. The district and campus Site-Based-Decision-Making Committees

(SBDMC) meet at least three times a year and provide input and guidance.

The district and campuses will use information from these sources to design strategies for school improvement and to revise the parental involvement policy.

District contact:

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Assistant Superintendent

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Ten Schoolwide Components

1: Comprehensive Needs Assessment

The district and all campuses met standard in 2017. Hanna Springs Elementary received one distinction in Science, and Taylor Creek Elementary received a distinction in Science as well.

Safeguards: (based on 2017 System Safeguards)

District: Economically Disadvantaged students in Writing, Special Education student performance in Reading, Math, Writing, and Social Studies, and ESL student performance in Reading.

Kline Whitis: All Students, white students, and Eco Dis students in Science

Hanna Springs Elementary: Eco Dis-Writing; Sped Ed-Reading

Taylor Creek Elementary: All students, white students, and Eco Dis in Writing

Lampasas Middle School: All students-Social Studies; Hispanic-Science and Social Studies, Special Education - all subjects

The 2017 STAAR results show improvement in areas as well as continued need for improvement. Overall, Level III percentage continue to improve indicating student learning at higher levels. Writing at 4th grade continues to be the district's area of greatest need. Closing the gap between hispanic, economically disadvantaged as compared to all students is needed. There was greater disparity between male and female results on the reading and writing areas as compared to the math and science. The district historically shows students performing at or above state average beginning in 5th and/or 6th grade.

The 2017 level I and level III scores have increased from 2016 in 7 of 17 areas in level I and 12 of 17 areas in level III for grades 3-8. EOC results show All Student results level I increasing in 3 of 5 tests and level III 1 of 5. English results declined slightly in both level I and level III. Students need to be reading earlier and practicing stamina at K-2 and continued gr 3-5.

2: Schoolwide Reform Strategies

Priority services are to address Tier 2 and 3 students through small group and individual interventions as well as provide high quality professional development to teachers to strengthen Tier 1 instruction and how to better serve all students.

Additionally, the district is focusing on reading K-2. All teachers K-3 will be utilizing the Daily 5 method of balanced literacy to increase consistency throughout the district in methodology of teaching reading. Summer training is being offered as well as a day during August PD to the teaching of reading and the components that will be followed. The district will continue to train all new teachers to the district and the Learning Keys design and delivery tool to increase

3: Instruction by highly qualified professional teachers

Though the federal requirement for highly qualified was not in effect for the 2017-18 school year, the district continues to assign teachers meeting those requirement to provide core instruction to students.

The district strives to have all elementary core-instruction teachers ESL certified and GT trained. LEP students are placed in classes with teachers ESL certified. The district follows the state plan in placing students in GT groups and taught by GT trained teachers (30 hours initial and 6 hour annual follow up training). Teachers providing in struction in secondary PreAP and AP classes have attended College Board training and many have attended Laying the Foundation training training.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The district employs five Instructional Specialists to provide professional development training and support throughout the year. Two ISs are paid through Title I, Part A funds and one IS is 85% Title I, Part A and 15% Title II, Part A. For 2017-18, five ISs will provide training, support, and followup throughout the year to teachers, principals, and paraprofessionals. An emphasis has been placed on professional development opportunities for departments and grade levels to spend three days during the summer reviewing the essentials TEKS, the scope and sequence, and common assessments. Additionally, training is

being provided due to the 1:1 Chromebook deployment at high school beginning with the 9th grade in August 2017. Trainings are provided to meet LISD district goals, as well as Gifted/Talented, Professional Learning Goals, National Educational Technology Standards for Teachers, and Special Education Learning Goals.

5: Strategies to attract highly qualified teachers

One of the biggest factors in attracting high quality teachers is salary. The district reviews local salary schedules with surrounding/competing districts throughout the year. This must be balanced with balancing the budget. No pay increase for the 2017-2018 school year was awarded which makes staying competitive difficult. Strategies are in place to provide positive supports to retain staff. A mentoring program is in place that provides three years of support to teachers new to the profession and one year of support to teachers new to the district. Surveys reveal this has positive results. The district is also committed to investing in staff who were born and raised in the area as they are more inclined to stay with the district. The district provides high quality, research-based professional development opportunities such as the Learning Keys Design and Delivery of Engaging Lessons strategies to all teachers in the district. Surveys also indicated the the support and follow up provided by the ISs are a strength.

6: Strategies to increase parental involvement

Our district continues to offer parent education opportunities, family nights, and campus services to students and families on an ongoing basis. Our ReadOnLampasas Initiative invites parents and community volunteers to read with our K-3 students on our elementary campuses. LISD has also increased its presence on social media in order to involve our parents and community in all local events in order to help support and benefit our students.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

LISD maintains Pre-K programs at Kline Whitis and Taylor Creek Elementary campuses. We provide a "Kindergarten Round-Up" for students in order to help register, communicate with families, and provide information to parents about Kindergarten curriculum and practices. We have also offered summer Kindergarten parent meetings in order to provide additional learning opportunities for parents of incoming Kindergarteners.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Our LISD campuses maintain ongoing professional development throughout the school year pertaining to: measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. This takes place via PLCs, book studies, teachers-observing-teachers initiatives, and data disaggregation meetings.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

LISD offers intervention programming and instructional support personnel for all Tier 2 and Tier 3 students on all campuses. Our district also offers summer school and summer camp programming for these students as well. Our LISD campuses maintain ongoing communication with parents and family members

regarding these students' academic progress and students' academic needs.

10: Coordination and integration of federal, state and local services and programs

The district continues to coordinate and collaborate with federal, state, and local service programs in order to best support and meet the needs of students.

District Site-Based Team

Committee Role	Name	Position
Chairman	Kevin Bott	Assistant Superintendent
Professional Staff Special Education	Karen Turner	Director of Special Services
Classroom Teacher	Janet Machen	KWE
Classroom Teacher	Delana Toups	HSE
Classroom Teacher	Beth Guerrero	TCE
Classroom Teacher	Steve Cook	KWE
Classroom Teacher	Teresa Faught	LMS
Classroom Teacher	Marissa Skiles	LMS
Classroom Teacher	Tamra Warner	LMS
Classroom Teacher	Kalin Wells	LHS
Classroom Teacher	Daryl Hurst	LHS
Professional Staff Campus Level Non-Teaching	Robert White	LHS Principal
Professional Staff District Level	Shane Jones	Chief Financial Officer
Non-Professional Support Staff	David Edgar	Director of Maintenance
Business Representative	Janice Allen	
Business Representative	Haley Gibson	
Community Representative	Lois Benoist	
Parent	Jennifer Taylor	
Classroom Teacher	Shawna Harrison	KWE
Parent	Stacy Martin	
Classroom Teacher	Cathy Kuehne	LHS
Student	Kyndal Moyer	LHS
Classroom Teacher	Wendy Case	TCE
Classroom Teacher	Kayla Argo	HSE
Classroom Teacher	Missy Dunning	HSE

Community Representative	Nathan Brown	
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District Funding Summary

199 - General Fund - Bilingual/ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$26,564.00
1	2	3			\$12,940.00
Sub-Total					\$39,504.00
Budgeted Fund Source Amount					\$39,504.00
+/- Difference					\$0
199 - General Fund - CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$993,680.00
Sub-Total					\$993,680.00
Budgeted Fund Source Amount					\$993,680.00
+/- Difference					\$0
199 - General Fund - GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$70,452.00
Sub-Total					\$70,452.00
Budgeted Fund Source Amount					\$70,452.00
+/- Difference					\$0
199 - General Fund - HS Allotment 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$411,959.00
Sub-Total					\$411,959.00
Budgeted Fund Source Amount					\$411,959.00
+/- Difference					\$0
199 - General Fund - SCE 24/28/30					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$1,013,021.00
Sub-Total					\$1,013,021.00
Budgeted Fund Source Amount					\$1,013,021.00
+/- Difference					\$0
199 - General Fund - SpEd 23/33					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$2,524,199.00
Sub-Total					\$2,524,199.00
Budgeted Fund Source Amount					\$2,524,199.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$626,345.00
Sub-Total					\$626,345.00
Budgeted Fund Source Amount					\$626,345.00
+/- Difference					\$0
224 - IDEA B, Formula SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$634,043.00
Sub-Total					\$634,043.00
Budgeted Fund Source Amount					\$634,043.00
+/- Difference					\$0
225 - IDEA B, Preschool SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9			\$10,427.00
Sub-Total					\$10,427.00
Budgeted Fund Source Amount					\$10,427.00

					+/- Difference	\$0
244 - Career and Technical						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
2	2	3				\$30,808.00
					Sub-Total	\$30,808.00
					Budgeted Fund Source Amount	\$30,808.00
					+/- Difference	\$0
255 - Title II, Part A						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	3				\$90,362.00
					Sub-Total	\$90,362.00
					Budgeted Fund Source Amount	\$90,362.00
					+/- Difference	\$0
289 - Title IV, School Support & Enrichment						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	10				\$15,984.00
					Sub-Total	\$15,984.00
					Budgeted Fund Source Amount	\$15,984.00
					+/- Difference	\$0
					Grand Total	\$6,460,784.00