Lampasas Independent School District

Hanna Springs Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

In addition to our System Safeguards (Hispanic Writing, Special Education Math, Special Education Reading), our Campus continues to strive for 90% achievement on ALL Standardized Assessments in all subject areas. We will also continue to strive for continued growth and progress throughout grade levels and the school as a whole.

Demographics

Demographics Summary

For 2019-20, Hanna Springs Elementary continues to service students from Kindergarten through 5th Grade, and it maintains a student population of approximately 650 students. The campus also maintains an EPCD program (Elementary Program for Students with Disabilities), and CAPS (Classroon for Autism Programming and Support). Hanna Springs Elementary utilizes Title I funding to supplement instruction in order to meet the academic needs of all learners. Classrooms and grade level instructional teams are a mixture of self-contained and departmentalized settings. The demographic make-up and design of Hanna Springs is as follows:

African American - 1.6%; Hispanic - 34.2%; White - 58.5%; Native American - 0.3%; Asian/Pacific Islander - 0.6%; Multi-Race - 4.6%; Economically Disadvantaged - 57%; LEP - 8%; At Risk - 59.6%; Mobility Rate - 13.5%; Special Education Rate - 12.4%

Demographics Strengths

Accountability/Testing Strengths for Hanna Springs have included:

- Index 3 Closing Perfomance Gaps and Index 4 Postesecondary Readiness showed strong improvement in 2016-2017.

- Overall Reading STAAR Scores: All students - 79%; White Students - 80%

- Overall Science STAAR Scores: All students - 76%; White - 85%; Hispanic - 65%; Econ. Disad. - 70%

- Hanna Springs earned One TEA Distinctions for the 2016-2017 school year: Academic Achievement in Science

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall performance for Hispanic, white and special education students continues to present an achievement gap. **Root Cause**: Due to students' developmental levels, some students are missing foundational skills and need targeted instruction..

Student Achievement

Student Achievement Summary

ccountability/Testing Summary for Hanna Springs include:

We are excited for the 2019-2020 school year! Hanna Springs Elementary earned the "B" rating from the Texas Education Agency for the 2018-2019 school year. Our primary goal for Hanna Springs is for all students to pass all state assessments and district benchmarks for the 2019-2020 school year. At this time, Hanna Springs has implemented the RTI process, with fidelity, for all grade levels. We have a system in place to track, identify, and serve all struggling learners in all core content areas.

Previous test results from STAAR and Benchmarks are as follows:

Reading STAAR Scores:

- 3rd Grade ~ All students - 83%; White - 86%; Hispanic - 78%; Econ Disad. - 82%
- 4th Grade ~ All students - 71%; White - 75%; Hispanic - 67%; Econ Disad. - 69%
- 5th Grade ~ All students - 92%; White - 97%; Hispanic - 79%; Econ Disad. - 86%

Math STAAR Scores:

- 3rd Grade ~ All students - 84%; White - 86%; Hispanic - 83%; Econ Disad. - 80%
- 4th Grade ~ All students - 72%; White - 70%; Hispanic - 83%; Econ Disad. - 71%
- 5th Grade ~ All students - 95%; White - 97%; Hispanic - 91%; Econ Disad. - 91%

Science STAAR Scores: All students - 83%; White - 85%; Hispanic - 76%; Econ. Disad. - 78%

Writing STAAR Scores: All students - 60%; White - 61%; Hispanic - 58%; Econ. Disad. - 59%

The 2019 Accountability Summary tracks performance based on three domains. Hanna Springs Scored the following on each of the three domains:

- Domain 1- Student Achievement: 79 (Rating C)
- Domain 2 - Student Progress: 85 (Rating B)
- Domain 3 - Closing Performance Gaps: 86 (Rating B)

No distinctions were earned.

Student Achievement Strengths

Accountability/Testing Strengths for Hanna Springs include:

Reading STAAR Scores: All students - 85%; White - 88%; Hispanic - 78% ; Econ. Disad. - 82% (increased by 8%)

Math STAAR Scores: All students - 86%; White - 86%; Hispanic - 85%; Econ. Disad. - 83%

Science STAAR Scores: All students - 85%; White - 87%; Hispanic - 75%; Econ. Disad. - 82%

Writing STAAR Scores: All students - 63%; White - 61%; Hispanic - 63%; Econ. Disad. - 61%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need to increase all passing levels (approaches, meets, advanced.) **Root Cause**: Students need targeted instruction to close academic gaps.

School Culture and Climate

School Culture and Climate Summary

HSE Culture and Climate

The 2019-20 school year at Hanna Springs continues to focus on safety, schoolwide structure, and enhanced character building opportunities for students. The Hanna Springs staff works diligently to maintain a positive, safe, and productive learning environment for all students. We maintain a school-wide system of order and discipline that allows for Check 1-2-3 lines in our hallways, frequent assemblies to address character and manners, and a discipline referral system that "processes" students prior to classroom removal. This school year Hanna Springs continues PBIS schoolwide and has continued to implement Rachel's Challenge, which is a kindness and compassion program. We have student led announcements with our Pride Patrol students and on Wednesday they perform the announcements on video for the school.

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

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

- Positive Behavior Incentives through our "Rachel's Challenge" Initiative (students earn "links" of kindness)

- The Golden Spatula is awarded to the best behaved class in the grade level at lunch time daily and the Golden Platter is awarded to the top winning class for the week in each grade level. This is to promote good behavior in the classroom.

- Nine-weeks awards for attendance, good behavior, and Distinguished student awards; as well as mid 9 weeks reinforcers for these areas

- Reading Incentive programs that are awarded to all grade levels each nine weeks

- Continued instruction in character education, drug prevention, good decision-making, and manners - promoted school wide and reinforeced in counselor faciliated character classes and small groups

- Frequent assemblies addressing current student needs, achievements, student feedback, and academic successes

- Red Ribbon Week, Fire Prevention Week, and anti-bullying education

- Coordinated Health Programs and Wellness incentives

- Family Night Events and Parent Education Nights

- Fostering time with students that allows them to identify and address the needs of other students and community members

School Culture and Climate Strengths

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

- Continuation of "Rachel's Challenge," a kindness and compassion initiative aimed at building character and encouraging selflessness

- Principal and Assistant Principal draw a class to read aloud in each week.

- Atmosphere Committee Meetings that address current, relevant concerns related to student achievement and staff morale, subcommittes were created.

- Continuation of the Child Centered Team (CCT) process that allows for multiple adults to track and monitor the progress of individual students

- Key Staff Development Days for classroom teachers that allows them to plan and prepare for instruction utilizing TRS and Staff Vertical Alignment Days

- Formal and informal Teacher Mentoring programs

- Continued, positive responses to teacher feedback regarding student and staff morale

- Incentive programs for students and teachers regarding attendance and performance

- Daily announcements which teach the Essential 55 for life and promote kindness and compassion as a school culture

- Student led Pride Patrol for greeting students and visitors and for conducting daily school announcements

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Relationships between administration, teachers, students and parents need to be made and maintained as a continuing partnership. **Root Cause**: Change in leadership.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hanna Springs Elementary has maintained a 100% Highly Qualified staff.

The 2019-20 school year continues to maintain a 100% highly qualified staff. All new personnel are supported campus-wide by not only being partnered with veteran teachers, but also participating in a formal teacher mentoring program. The professional/staff development that our staff receives is monitored through data, frequent classroom visits by administrators, team meetings, vertical meetings, and individual conferences with teachers throughout the year. For the 20119-2020 school year, Hanna Springs maintains two full-time interventionists who assist teachers in addressing the individual needs of all struggling learners. HSE also maintains an RTI Coordinator to help track, identify, and supervise the implementation of the RTI process so that "no child is left behind."

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

- Increase professional development in core content areas to increase knowledge and understanding

- Develop technology skills in collaboration with TEKS Resource lesson plans

- Increase awareness for staff members regarding community and student home-life needs

- Faculty meetings to share current educational research findings, provide training on differentiation

Staff Quality, Recruitment, and Retention Strengths

Strengths for Hanna Springs:

- Formal and informal teacher mentoring

- Increased technology support from campus and district personnel

- Instructional Coaching faciliated by the Instructinoal Specialist (IS) for Teachers and Administrators for the 2019-2020 School Year

- Campus Planning Meetings to encourage teacher involvement in decision making processes

- Professional Learning Communities to faciliate deeper understanding of curricular needs, especially in the area of literacy.

- Maintaining 100% Highly Qualified instructional staff members

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High staff turn over this past school year. **Root Cause**: Change in leadership and culture

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

HSE Curricular and Instructional Summary:

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

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

Current curricular and instructional activities for teaching staff:

- Monthly meetings with intervention personnel to pursue specific areas to address vertically and horizontally

- TRS horizontal planning time each nine weeks to to assist with planning and alignment

- TRS vertical planning time each semester to assist with planning and alignment

- Frequent training in Eduphoria Aware (disaggregation and objective analysis)

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

Curriculum, Instruction, and Assessment Strengths

HSE Curriculum and Instructional Strengths:

- Teacher knowledge and implementation of TRS curriculum

- Disaggregation of data through Eduphoria AWARE

- Classroom and large-scale differentiated instruction and creative learning approaches

- Grade level collaboration to track and identify specific needs of struggling students AND high-achieving students

- TRS horizontal planning and implementation relative to alignment

- TRS vertical planning and implementation relative to alignment

- Implementation of Program for Dyslexia Intervention (PDI), the district-adopted Dyslexia program

- Chrome books available for all 5th Grade students via 1:1 access

- All Teachers trained and implementing the Learning Keys Initiative

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We will continue to incorporate writing daily into the curriculum to increase performance.. **Root Cause**: Students need to write daily beginning in Kindergarten to build that foundation and stamina.

Parent and Community Engagement

Parent and Community Engagement Summary

For 2019-20, Hanna Springs Elementary maintains a number of frequent on-going activities and events to help inform and involve all parents and community members. Primarily, Hanna Springs advocates an "open door policy" for parents to tour the school and observe in their child's academic progress.

This school year, Hanna Springs continues to participate in the "Rachel's Challenge" initiative. We are collaborating with community members to help encourage our students to display acts of kindness throughout their school and community. This has helped us to connect with our community in a positive way, and it has helped our school foster and strong climate of selflessness. Our students are clearly growing to become more successful citizens with the initiative.

Hanna Springs is also sponsoring a Math, Reading, and Science Nights that allows for students and parents gain hands-on insight into working with their children at home. Our Book Fair Family Nights, "Night with the STAARs," Parent Education Nights, and parent learning opportunities have helped Hanna personnel to slowly bridge the gap between educators and community members.

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

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

Parent and Community Engagement Strengths

- Connecting our "Rachel's Challenge" initiative with the families and community members surrounding Hanna Springs

- Scheduled Home Visits to our local parent and student homes to help maintain connections between school and community

- Frequent phone calls home to parents for positive contact and relationship building

- Increasing number of PTSO members, and increased electronic communication with parents

- Multiple methods of communication to parents regarding student progress and achievement (newsletters, website, Facebook, Blackboard, Skyward, notes home, progress reports, e-mail reminders, home visits, teacher phone calls)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limited members in PTSO **Root Cause**: Parents are working or are not able to attend meetings.

School Context and Organization

School Context and Organization Summary

2019-20 School Context Summary:

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

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

School Context and Organization Strengths

- Frequent Committee meetings to address vertical alignments, school actions concerns, and school climate

- Monthly Faculty Meetings to incorporate staff development opportunities

- Enrichment Time, or SMART Time, to help differentiate instruction for all learners

- Frequent planning and collaboration opportunities for classroom teachers

- Weekly communication between administration and teaching staff regarding student progress and success

- Organized, large-scale differentiated instruction within all grade levels

- Optimum use of intervention staff and personnel to address the needs of struggling students in ALL grade levels

- Effective communication with parents and community members with regard to student activities

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Limited funding and volunteers for after school instructional programs and extra curricular activities..

Technology

Technology Summary

2019-20 HSE Technology Summary:

Hanna Springs Elementary incorporates technology into all facets of the school. Struggling students, grade level learners, and high-achieving students all have opportunities to enhance learning through the interactive use of a number of new technologies. HSE has also continued to plan and train staff in order to effectively use document cameras and overhead projectors. Teachers are able to create engaging interactive lessons with dynamic components that would otherwise not be utilized in a traditional classroom setting. Document cameras enable teachers to place creative items, handouts, textbooks, do science experiments, and display live images for classroom students via a ceiling mounted projector. In addition, all classrooms at Hanna Springs are equipped with live interactive SMART Boards. These SMART Boards allow student to participate and engage in lessons in a digital fashion. The classic chalkboard is no longer as necessary due to new SMART Board interactive capabilities. This technology has helped to create a dynamic, interactive classroom for all HSE students.

This year, our 5th Grade students are switching their 1:1 i-pad program to a 1:1 chrome book program to allow for more on-going classroom technology usage. Instructional technology, paired with campus technology, maintains on-going training with our 5th Grade teachers to help keep instructional approaches current and effective.

The HSE ESL teacher added 5 chromebooks to her classroom suite of reseouces as well, to support student research, contextualizing new learning, and for access to language learning programs.

With regard to SMART Board Usage, we maintain a variety of software that contain hundreds of Math and Reading lessons that can be directly connected to TEKS and TRS curriculum requirements. Teachers have a stronger foundation of SMART software to pull from, and they can utilized creative and interactive activities with Aegom that would otherwise not be available on standard SMART Board applications.

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

The Hanna Springs school website will continue with, Blackboard, and it provides all teachers with an individual website in order to better communicate with students and parents. Teachers also have access to Safari Montage for supplemental activities and videos. Safari Montage has a large array of videos and learning clips with standards-based material and information aligned to TEKS instruction. Teachers have used this Safari Montage software/hardware combination with FLIP video cameras in order to give staff the ability to upload their own videos for student and parent viewing. In addition, staff members

are beginning to utilize and reach our to parents through online social media outlets such as Facebook and Twitter.

Technology Strengths

- Continued implementation of a variety of technological software and hardware to enhance instruction (ex. SMART Boards, Document Cameras, Smart projectors, FLIP video cameras, chrome books, IPad technology, and standard computerized interventions)

- Usage of district technology coordinator and technology personnel

- Increased, daily utilization of technologies with students in all core content areas

- Use of Eduphoria application to observe staff, communicate technology needs, and disaggregate student data

- Continued staff development in new technologies and software usage (monthly)

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: By Spring 2020, 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, meet ARD expectations, and the Campus/District will meet AYP.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) HSE will use the scientifically research-based TEKS Resource System TRS to ensure academic success for all students in all classes.	Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Teacher-made and Released Tests; Common Assessments and Benchmark Tests; Textbook Evaluation Instruments				
2) Continue to integrate higher-level thinking and problem-solving skills into the instruction of all classes; collaborate on grade level essential questions for TEKS.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Data Walks Data; TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Benchmark Tests				
3) HSE will utilize Eduphoria Aware to disaggregate data so that student strengths and weaknesses may be addressed with appropriate interventions.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Instructional Technologist	TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Benchmark Tests				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy 4) HSE will utilize our current TRS Writing TEKS, as well as Daily 5 Work on Writing in 4th grade and ELPS strategies in K-5, to help further evaluate and address the writing deficiencies of all subgroup students in 4th Grade (as well as All Students in our 4th Grade Classrooms).	Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator, ESL Teacher	Benchmarks, Common Assessments, STAAR Scores, After School Tutorials				
Targeted Support Strategy 5) HSE will provide targeted reading and math interventions in order to help address the reading and math deficiencies among subgroup students (in addition to all other struggling learners).	Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator	Benchmarks, Common Assessments, STAAR Scores, Case Management and CCT Notes				
Targeted Support Strategy 6) Campus Instructional Specialist (IS) will train core-subject teachers to include ESL facilitators and SPED teachers on specific research-based academic strategies.	Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator	Benchmarks, Common Assessments, STAAR Scores, After School Tutorials				
7) The campus will utilize the district's elementary librarian and employ one library assistant in order to support student reading growth, promote accelerated reading instruction, promote our district reading initiative, and support teachers and students to achieve select reading goals.						
Funding Sources: 199 - General Fund - Library 99 Undistributed - 67272.00						
8) Hanna Springs staff will provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year.						
Funding Sources: 199 - General Fund - Basic Education 11 - 62664.00, 199 - General Fund - Instruction 99 Undistributed - 9400.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
9) In compliance with House Bill 3, LISD will ensure that all PK-3rd Grade teachers and interventionists, as well as Elementary Principals, will attend relevant Reading Academies by the end of the 2020-2021 school year. Ongoing training will also be facilitated for these teachers regarding the Science of reading instruction, phonics instruction, and reading remediation.	Superintendent, Asst. Superintendent, Campus Principals, Instructional Specialists	Increased reading achievement among all students in grades PK-3rd Grade. Continued improvement on reading assessments for all LISD students over time.				
Funding Sources: 199 - General Fund - Early Education Allotment 36 - 105000.00						

100%			
= Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

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

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

Evaluation Data 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**
Targeted Support Strategy 1) HSE will target special population students that are at-risk and need intervention to improve academically including such groups as ESL, SpEd, Section 504 and Economically Disadvantaged.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Sp.Ed. Director; Section 504 Mentor	Weekly Progress Reports; Six Week Reports; Semester Grades; Benchmark Tests; Intervention Tracking				
Funding Sources: 199 - General Fund - SPED Allotment 23/33 - 765211.00						
2) HSE will target individual student strengths and weaknesses through flexible grouping, differentiated instruction, Imagine Learning, and Istation using bench marks and assessments diagnostically to drive instruction.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Instructional Technologist	TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking				
3) Students will be identified as at-risk using the State Compensatory Education criteria.	Principal; Counselor; Teachers; Asst. Supt.	PEIMS; AEIS; STAAR				
4) Identified at-risk students will have tutoring and response to intervention activities to address areas of weaknesses in math, reading, and writing so that the students will have academic success.	Asst. Supt.; Elem. Curr. Specialist; Dir. of Sp.Ed.; Principal; Teachers	Weekly Tests; Progress Reports; AEIS; STAAR; Intervention Tracking				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) HSE will continue to implement areas of focus (academic vocabulary/ELPS) in regard to migrant and ESL students. ELL Reading deficiencies will also be addressed via small group and Enrichment times.	Asst. Supt.; Principal; ESL 12 (SSA); ESL Fac.; Classroom Teachers	Program Reports; Progress Report; PEIMS; AEIS; TELPAS				
Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 4149.00						
6) Hanna Springs will provide academic support for struggling learners and increase student engagement through the use of interventionist support personnel (RtI Coordinator, Interventionists and Intervention paraprofessionals).	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 - 284490.00						
7) Special needs of homeless and foster students will be met by providing help and assistance so that each student can be academically successful.	Homeless Liaison; Principal; Teachers; Counselor; Office Staff	PEIMS; Surveys; Observations				
8) Provide targeted supplemental instruction for any student who is at risk of school failure to include dyslexia, 504, students with special education disabilities, as well as students within the RTI System.	Principal; Teachers; Counselor; CEI Reading Coach Interventionists	Weekly; Semester Observations; Intervention Tracking				
Funding Sources: 224 - IDEA B, Formula SPED - 80960.00						
9) Continue to incorporate and enhance new, Tier 3 Remedial Reading Lab for struggling readers including Lexia Reading and Intervention personnel.	Principal; Interventionist(s)	Program feedback from Lexia Learning; progress monitoring; common assessments; intervention feedback				
10) Teachers and Staff will be trained in Vertical Alignment via our district staff development trainings. On-going staff development will also be maintained at the campus level throughout the school year.	Principal; Teachers; Counselor; CEI Reading Coach Interventionists; Curriculum Instructional Technologists	Weekly Tests; Nine Weeks Tests; Benchmark Test; Intervention Tracking				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
11) 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	Counselor; PEIMS clerk; Principal: ESC XII	Annual Performance Report; Migrant Application/Form Required				
Comprehensive Support Strategy 12) We will utilize ongoing data analysis that will be conducted utilizing programs that include reading screener K-3, Eduphoria Aware, iStation, Imagine Learning, Think Through Math, PDI Program for Program for Dyslexia Intervention, and Lexia.	Principal; Teachers; Counselor; Reading Interventionists; Instructional Specialist, RtI Coordinator, ESL Teacher	TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking; Programming reports and data analysis				
13) Hanna Springs will offer educational support, intensive instruction, and/or small group remediation opportunities to at-risk students in an effort to reduce any disparity in performance on state assessments. As a Title I school, Hanna Springs will maintain an ongoing process to identify at-risk students and address their educational needs via educational support personnel and supplemental programming.	Principal, Intervention staff members, teachers, counselors	Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports				

Funding Sources: 199 - General Fund - SCE Allotment 24/28/30 - 149931.00

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

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

Performance Objective 1: By Spring 2020 the percentage meeting advanced performance will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) HSE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies.	Principal, Assistant Principal,GT Coordinator, and Classroom Teachers	Advanced scores on STAAR				
Funding Sources: 199 - General Fund - GT Allotment 21 - 16414.00						
2) HSE will track previously advanced students and students who are close to scoring advanced on the 2019 STAAR test. Students will receive rigorous instruction during Enrichment Time, or SMART Time, in order to increase advance performance and continued progress on STAAR assessments.	Principal, Assistant Principal, Teachers, Intervention Personnel	TRS Timeline; Weekly Progress Reports; Monthly Data Tracking; Bi-monthly grade level meeting feedback; Six-Weeks Reports; Semester Grades, Benchmark Tests, S.T.A.R. Early Literacy and S.T.A.R. (AR placement test), Technological Resources; STAAR Scores				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incorporate "real-world," higher-order instructional techniques into classroom settings to help foster connections between learning and real-life application.	Principal, Asst. Principal, Classroom Teacher	T-TESS Observations; Teacher surveys and feedback; Student and Parents surveys and feedback, Grade Level Meeting and Faculty collaboration				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will access the TRS online and use the timeline (YAG) template and Instructional Focus Documents (IFDs) to impact instruction.	Asst. Supt.; Instructional Specialist; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Benchmark Tests; AEIS; STAAR				
2) Teachers will use the YAG tool from TRS. This will help teachers provide effective instruction to aid in alleviating gaps created by the implementation of the new math TEKS.	Principal; Asst. Principal; Instructional Specialist, RtI Coordinator; Teachers	Lesson Plans; 9 Weeks Overviews				
3) HSE teachers will participate in Vertical Alignment planning days for their subject area. In turn they will report to their grade level to enhance horizontal alignment.	Principal; Asst. Principal; Instructional Specialist, RtI Coordinator; Teachers	Meeting minutes, Common Assessments, Benchmarks and STAAR Scores				
Comprehensive Support Strategy 4) HSE special education staff will monitor progress on academic, social, emotional, and life skills goals, especially in our Classroom for Autism Programming and Support (CAPS).						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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) HSE will provide staff development to improve understanding of concepts of vocabulary for ESL and special education students.	Asst. Supt.; Elem. Curr. Specialist; Principal, ESL Teacher, RtI Coordinator	TRS Timeline; Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests				
2) HSE will support staff development opportunities to improve instructional strategies at all levels in all subject areas. Staff development trainings will relate to specific needs and weaknesses determined by common assessments and feedback from state testing results.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Lesson Plans; Registration Form; Teacher Survey				
3) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
4) The percentage of teachers receiving high-quality professional development will meet 100% by end of 2019-20.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations				
5) The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by end of 2019-20.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations;				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD				
7) HSE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).	Superintendent; Asst. Supt.; Principal; Special Ed. Staff; Counselor	Observations; Student STAAR; TRS YAG/IFD				
8) The Principal, Assistant Principal, Instructional Specialist, RtI Coordinator and Counselor will be utilized to provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success.						
	Funding Sources: 199 - General Fund - School Leadership 99 Undistri - 290042.00					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will provide counseling and offer up-to-date information relating to various careers.	Principal; Counselor; Teachers	Counseling Log; Student Surveys; Observations				
2) HSE will continue to integrate career and occupational instruction through special days such as Ag Day and Family Nights.	Principal; Counselor; Librarian; Teachers	Lesson Plans; Surveys; Observations				
3) HSE will hold a career day where different professionals from the community come in and speak to all grade levels throughout a rotation schedule.	Principal, Counselor	Class Discussions, Observations and Surveys				
4) Hanna Springs will provide students with a variety of extracurricular activities throughout their K-5 experience.						
Funding Sources: 199 - General Fund - Extracurricular 99 Undistribu - 15574.00						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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

Performance Objective 6: By May 2020, 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-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Observations; Staff Development				
2) All students in grades 3-5 will have a physical fitness assessment conducted at least once a year.	Superintendent; Asst. Supt.; Principal; Teachers; Nurses	FitnessGram Statistical Data; TEA Reporting on State Averages				
3) HSE will maintain and update on a regular basis a district Wellness Policy.	Superintendent; Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health	Bi-Annual Audits; Yearly Reviews				
4) HSE will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encourages healthy eating, and decreasing child obesity rates. Programs on campus will include Walking Wednesday for 3rd-5th, Fit Friday twice a month for K-5 and staff, and Take a Parent to PE day in the fall.	Superintendent; Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community	Surveys; Student Evaluations and Testing; School Health Index; District SHAC, Fitness Gram statistical data				
	100% = Accomplished	→ = Continue/Modify	0% = 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% or better 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) Dropout prevention strategies will be provided at HSE for all at-risk students, with a focus on achievement and positive behavior for 4th/5th grade males.	Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal	Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades				
2) The importance of good school attendance for all populations (ESL, Migrant, homeless, dyslexia, special education, GT and at-risk) will be stressed through announcements, parent orientation, newsletters and conferences.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Nine Weeks; Semester				
3) HSE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Nine Weeks; Semester				
4) HSE will work to create a positive campus environment that will instill school pride and school spirit in all students.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Staff Development; Surveys; Observations; Morning Announcements				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = 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 Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention.	Asst. Superintendent; Principal	Sign-Ins				
2) Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments.	Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Staff Development; Surveys; Observations				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

Performance Objective 3: In 2019-20, 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) HSE will continue to support and be a safe and drug-free school/community by providing drug education training for all students.	Principal; Teachers; Asst. Principal; Counselor; Asst. Supt.	PEIMS; Discipline Reports; Counseling Logs; Observations				
2) HSE will utilize "Rachel's Challenge," a kindness and compassion initiative, to help foster selflessness and strong character for Hanna Springs' students.	Principal; Teachers; Asst. Principal; Counselor	Overarching school culture and climate, feedback from parents, students, and teachers				
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.	Principal; Teachers; Asst. Principal; Counselor	Lesson Plans; Discipline Referrals; Observation				
4) Guest speakers as well as other planned activities will be offered to all students to teach the dangers of drug use.	Principal; Teachers; Counselor; Asst. Principal; Instructional Technologist	Surveys; Observations; Discipline Referrals				
5) School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties.	Principal; Counselor; LSSP; Behavior Support Staff	Surveys; Observations; Discipline Referrals				
Funding Sources: 199 - General Fund - Guidance & Counseling 99 Undi - 74424.00						
6) Implement bullying prevention programs and instruction to all students.	Principal; Counselor	Observation and documentation of reported incidents.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) Facilities will be monitored on an ongoing basis to decrease opportunities for unsafe situations and of entrance into building by unauthorized people using the Raptor identification program.	Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.	Self-evaluations; Observations; Surveys				
Funding Sources: 199 - General Fund - Security & Monitoring 99 Undi - 33020.00						
8) HSE will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.	Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Surveys; Staff Development; Plans; Observations				
9) HSE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Staff Development; Surveys; Observations; PEIMS				
10) HSE will provide social skills coaching for all students including special populations in order to help prevent discipline problems.	Special Ed. Teachers; Counselor; LSSP; Behavior Specialists	Staff Development; Surveys; Observations; PEIMS				
11) HSE will have a Positive Behavior Intervention System school-wide and discipline management program that provides for the prevention of and education concerning unwanted physical or verbal aggression, harassment, abuse, bullying, and suicide in schools, on school grounds, and in school vehicles.	Superintendent; Asst. Supt.; Principal; Asst. Principal; RtI Coordinator; Teachers; Behavior Specialists; Counselor	Documentations of program plans				
12) School/District nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum.						
	Funding Sources: 199 - General Fund - Health Services 99 Undistribu - 40526.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

100% = Accomplished   = Continue/Modify   0% = No Progress   = 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 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) Hanna Springs will employ teachers and support personnel to provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year in order to produce student graduates and successful citizens.	Asst. Supt.; Principal; Human Resource Department	TExES Results; Student STAAR; HQ Report of NCLB				
	Funding Sources: 199 - General Fund - Basic Education 11 - 2159877.00					
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
3) The percentage of teachers receiving high-quality professional development will meet 100% by end of 2019-20.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD				
	Funding Sources: 199 - General Fund - Staff Development 99 Undistri - 9190.00					
4) The percentage of core academic subject area classes taught by highly qualified teachers will meet 100% by end of 2019-20.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations;				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD				
6) HSE will continue to provide opportunities for teachers to observe in peer classrooms within the district and in Exemplary districts.	Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
7) HSE staff will receive walk-through feedback on a regular basis to monitor student progress and teacher fidelity to district curriculum.	Principal; Asst. Principal; Curriculum Specialist	Walk-through documentation				
8) HSE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).	Principal; Special Ed. Staff; Interventionist	Sign-in documentation				
9) 9) HSE administration and Instructional Specialist will participate in professional development aligned to our campus goals for reading achievement, to include innovative methods for ongoing, formative assessment.	Principal; Assistant Principal; Instructional Specialist					

100% = Accomplished   → = Continue/Modify   0% = 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) A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress.	Principal; Teachers; Asst. Supt.	Signed Documents; Surveys; Observations; Attendance Sheets				
2) A campus newsletter will continue to be provided to all parents. Also, communication about school events will be provided in both English and Spanish.	Principal; Teachers; PTSO Secretary	Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data				
3) Through a variety of methods, inform parents and families in the area of parent involvement, policy, best practices and program requirements for the Title 1 program. A yearly review of Title 1 requirements will be provided to parents.	Principal; Teachers; Asst. Supt.; PTSO Secretary	Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data				
4) HSE will provide incentives to encourage attendance at Family Nights for all populations.	Principal; Librarian; ESL Teacher; GATE Teacher	Attendance Sheets; Incentives Received				
5) Parents will be able to access individual student grades and other educational information by using Family Access and the District and campus Home Pages.	Teachers; Office Staff; Technology; Instructional Technologist	Data from Technology				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Teachers and Intervention personnel will conduct regularly scheduled home visits, initiate positive phone calls to parents, and offer additional parent assistance via email or conferences to the parents of Tier 2 and Tier 3 struggling learners.	Principal, Asst. Principal, Counselor, Intervention Personnel	Timeline tracking forms, Parent Feedback, Surveys, Phone calls/communication for parents and community, email responses				
7) Encourage participation and attendance in our PTSO meetings to help service and support students	Principal, Assistant Principal	Sign-In Sheets and parent surveys				
8) Coordinate with the school district to offer "Kindergarten Round-Up" to reach out to parents and Head Start participants. We have also collaborated with local agencies to recruit and offer tours for incoming Kindergarten students.						

100% = Accomplished   = Continue/Modify   0% = 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 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) HSE will encourage parent participation, as well as increased attendance, at Family Nights (for all populations) and Parent Education Nights through increased communication, letters, newsletters, e-mail, and SchoolMessenger.	Principal; Librarian; ESL Teacher; GATE Teacher	Attendance Sheets; Incentives				
	100% = Accomplished		→ = Continue/Modify		0% = 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 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) Through district participation in the Commmunity Resources Coordination Groups (CRCG), HSE will maintain open communication between LISD and local government agencies.	Principal, Counselor, District personnel	Communication between district and local government agencies.				
2) Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act and utilize Foster Care & Student Success: Texas Systems Working Together to Transform Education Outcomes of Students in Foster Care to support foster students .	Asst. Superintendent; Counselors; Campus PEIMS clerks	McKinney-Vento Student Residency Questionnaire, identification in Skyward of students in foster care				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will continue to increase integration of technology to include Smart Boards, mobile labs, chrome books, iPads, and clickers in the delivery of instruction and in student use of technology in learning activities.	Asst. Supt.; Elem. Instructional Technologist; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Benchmark Tests; AEIS; STAAR				
2) All 5th Grade Teachers will be issued 1:1 chrome books with 5th grade students in order to increase the use of individualized instructional technology resources.	Principal, Assistant Principal, Teachers, Intervention Personnel; technology personnel, instructional technologists	Benchmarks, Common Assessments, STAAR results, verbal and survey feedback from students, teachers, and technology personnel				
3) Teachers will integrate educational programs (Learning.com, Lexia, Pearson (W&SS), i-station, Think Through Math, AR, Internet Explorer, Brain Pop) into instructional times to provide a variety of opportunities for students to access technology and enhance learning.	Asst. Supt.; Instructional Technologist; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Benchmark Tests; AEIS; STAAR				

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

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize instructional technologist to provide teachers and assistants with relevant technology trainings related to chrome books, i-Pads, SMART lessons and SMART software, laptop usage, and innovative technology lessons.	Principal, Instructional Technologist, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teacher	T-TESS Observations; Teacher feedback and survey data; Data from Instructional Technologist				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus administration will analyze and plan accordingly for short and long-range facility improvements.						
		Funding Sources: 199 - General Fund - Facilities Maintenance & Oper - 212944.00				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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

Performance Objective 2: Performance Objective #1: All Lampasas ISD schools will offer students nutritionally balanced meals in accordance with standards set forth in state and federal law.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Strategy #1: The Child Nutrition Department will provide qualifying LISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law.						
		Funding Sources: 240 - Child Nutrition - 276521.00				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	12	We will utilize ongoing data analysis that will be conducted utilizing programs that include reading screener K-3, Eduphoria Aware, iStation, Imagine Learning, Think Through Math, PDI Program for Program for Dyslexia Intervention, and Lexia.
2	3	4	HSE special education staff will monitor progress on academic, social, emotional, and life skills goals, especially in our Classroom for Autism Programming and Support (CAPS).

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We conducted the CNA on September 24, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Site-Based Commitee met on September 24, 2019 and discussed that needs and the plan for the HSE campus.

2.2: Regular monitoring and revision

We have systems in place for at-risk kids. All students receive intervention through SMART time. T1 students remain with the classroom teachers but are leveled according to ability level. T2/T3 students are discussed and monitored through the Child Centered Team and the move through the RtI process according to the progress they are making. We progress monitor these students on a monthly basis. We also progress monitor and document after each common assessment and benchmark.

2.3: Available to parents and community in an understandable format and language

Notes and mass communication that goes out to parents is translated into Spanish.

2.4: Opportunities for all children to meet State standards

We target struggling students in small group instruction through SMART time. We progress monitor students through common assessments and benchmarks. We also push into 3rd grade reading time for 45 minutes with our activity teachers for additional small group instruction.

2.5: Increased learning time and well-rounded education

After school tutorials are offered beginning in January for STAAR subjects 3rd-5th grade. Students also have the opportunity to participate in UIL, Robotics and Marathon Kids.

2.6: Address needs of all students, particularly at-risk

Students at-risk are brought to our Child Centered Team by the classroom teacher and discussed by the committee. Teachers bring struggling students to the CCT monthly for initial and progress monitoring meetings. Students are brought to the CCT for reading, math or behavioral struggles. All Hanna Springs students receive enrichment during SMART time Students brought to CCT receive small group T2/T3 instruction for 45 minutes four days a week from one of the intervention team members. Students remaining in T1 are leveled in the classrooms with the grade level teachers. Students in T1 are using Istation lessons for reading in addition to the computer program. Students in T2/T3 are using Reading A-Z for reading remediation and Target the Question and Box Car and One Eyed Jack for math remediation. After school tutorials are offered beginning in January for STAAR subjects 3rd-5th grade.

Students also have the opportunity to participate in UIL, Robotics and Marathon Kids.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all parents and is also available on the LISD website. It is reviewed at the annual Title I Parent Meeting held at the November PTSO Meeting.

3.2: Offer flexible number of parent involvement meetings

The HSE Campus Site-Based Decision Making Committee meets once a semester and the HSE PTSO meets the first Tuesday of each month.

Title I Personnel

Name	Position	Program	FTE
April Johnson	RtI Coordinator	Intervention	1.0
Debbie Irvine	Intervention Aide	Intervention	1.0
Karen Longoria	Intervention Aide - (Year to Year)	Intervention	1.0
Michelle Sanchez	Intervention Aide	Intervention	1.0
Sonia Mejia-Alvarez	Intervention Aide	Intervention	1.0
Tara Fields	Intervention Aide	Intervention	1.0
Traci Bender	Interventionist	Intervention	1.0
Tricia Mumme	Interventionist	Intervention	1.0

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Lindsay Duhon	Principal
Assistant Principal	Liz Haviland	Assistant Principal
Classroom Teacher	Haylee Brewer	Kindergarten Teacher
Classroom Teacher	Kylie Spencer	1st Grade Teacher
Classroom Teacher	Kim Odom	2nd Grade Teacher
Non-classroom Professional	Terri Stubbs	Dyslexia Teacher
Paraprofessional	Rikki Rodriguez	Intervention Aide
Community Representative	Lisa Simpson	Community Member
Community Representative	Sandy Holloman	Community Member
Parent	April Dwamena	Parent
Parent	Jennifer Harris	Parent

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 - General Fund - Basic Education 11</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>8</td><td></td><td></td><td>$62,664.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$2,159,877.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$2,222,541.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$2,222,541.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6" align="center">199 - General Fund - GT Allotment 21</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>1</td><td></td><td></td><td>$16,414.00</td></tr>
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<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$16,414.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6" align="center">199 - General Fund - SPED Allotment 23/33</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>1</td><td></td><td></td><td>$765,211.00</td></tr>
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<tr><td colspan="6" align="center">199 - General Fund - SCE Allotment 24/28/30</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>13</td><td></td><td></td><td>$149,931.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$149,931.00</td></tr>
</table>

			199 - General Fund - SCE Allotment 24/28/30		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
			Budgeted Fund Source Amount		$149,931.00
			+/- Difference		$0

			199 - General Fund - Bilingual/ESL Allotment 25		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$4,149.00
			Sub-Total		$4,149.00
			Budgeted Fund Source Amount		$4,149.00
			+/- Difference		$0

			199 - General Fund - Early Education Allotment 36		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$105,000.00
			Sub-Total		$105,000.00
			Budgeted Fund Source Amount		$105,000.00
			+/- Difference		$0

			199 - General Fund - Instruction 99 Undistributed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$9,400.00
			Sub-Total		$9,400.00
			Budgeted Fund Source Amount		$9,400.00
			+/- Difference		$0

			199 - General Fund - Library 99 Undistributed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$67,272.00
			Sub-Total		$67,272.00
			Budgeted Fund Source Amount		$67,272.00

199 - General Fund - Library 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0

199 - General Fund - Staff Development 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			$9,190.00
				Sub-Total	$9,190.00
				Budgeted Fund Source Amount	$9,190.00
				+/- Difference	$0

199 - General Fund - School Leadership 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	8			$290,042.00
				Sub-Total	$290,042.00
				Budgeted Fund Source Amount	$290,042.00
				+/- Difference	$0

199 - General Fund - Guidance & Counseling 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	5			$74,424.00
				Sub-Total	$74,424.00
				Budgeted Fund Source Amount	$74,424.00
				+/- Difference	$0

199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	12			$40,526.00
				Sub-Total	$40,526.00
				Budgeted Fund Source Amount	$40,526.00
				+/- Difference	$0

199 - General Fund - Extracurricular 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4			$15,574.00
				Sub-Total	$15,574.00
				Budgeted Fund Source Amount	$15,574.00
				+/- Difference	$0

199 - General Fund - Facilities Maintenance & Oper

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			$212,944.00
				Sub-Total	$212,944.00
				Budgeted Fund Source Amount	$212,944.00
				+/- Difference	$0

199 - General Fund - Security & Monitoring 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	7			$33,020.00
				Sub-Total	$33,020.00
				Budgeted Fund Source Amount	$33,020.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			$284,490.00
				Sub-Total	$284,490.00
				Budgeted Fund Source Amount	$284,490.00
				+/- Difference	$0

224 - IDEA B, Formula SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			$80,960.00

224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$80,960.00
				Budgeted Fund Source Amount	$80,960.00
				+/- Difference	$0
240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	1			$276,521.00
				Sub-Total	$276,521.00
				Budgeted Fund Source Amount	$276,521.00
				+/- Difference	$0
				Grand Total	$4,657,609.00