

**Lampasas Independent School District**  
**Hanna Springs Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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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

For 2021-2022, Hanna Springs Elementary continues to service students from Pre-Kindergarten through 5th Grade, and it maintains a student population of approximately 686 students. The campus also maintains an EPCD program (Elementary Program for Students with Disabilities), and CAPS (Classroom 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 - .57%; Hispanic - 36.01%; White - 57.25%; Native American - 0.57%; Asian/Pacific Islander - 0.43%; American Indian - .43%; Multi-Race - 4.73%; Economically Disadvantaged - 69.1%; LEP - 8.3%; At Risk - 60.55%; Mobility Rate - 13.5%; Special Education Rate - 21.24%

### Demographics Strengths

\*\*Overall 2019 Rating B, no rating for 2020 or 2021 due to COVID.

### 2020-2021 STAAR, Showed academic loss in many areas. Strengths are in the following areas:

Reading:

- 5th Grade Reading: White Approaches - 84%; White Masters - 41%; All students Masters - 29%.

Math:

- 3rd Grade Math: White Approaches - 82%.
- 4th Grade Math: All Masters - 25%; Hispanic Masters - 25%.
- 5th Grade Math: White Approaches - 84%; White Meets 54%; White Masters - 31%.

### 2018-19 Accountability/Testing Strengths for Hanna Springs include (last STAAR Scores before COVID, we are working to meet and surpass these targets again):

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 Demographics Needs**

**Problem Statement 1:** Overall performance for Hispanic, white and special education students continues to present an achievement gap. **Root Cause:** Due to students' developmental levels, some students are missing foundational skills and need targeted instruction. We are also working to recover from COVID learning loss in every population.

# Student Achievement

## Student Achievement Summary

### Accountability/Testing Summary for Hanna Springs include:

We are excited for the 21-22 school year! The last time the state gave ratings, Hanna Springs Elementary earned the "B" rating from the Texas Education Agency for the 2018-2019 school year. We did show some learning loss for the 2020-2021 school year that reflected in our STAAR scores. We are working to close the academic gaps caused by COVID-19. Our primary goal for Hanna Springs is for all students to pass all state assessments and district benchmarks for the 2021-2022 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. We are also implementing the HB 4545 requirements of and additional 30 hours of intervention time in a small group for each subject that our students failed on the STAAR test.

Previous test results from STAAR 2021:

Reading STAAR Scores:

- 3rd Grade ~ All students - 74%; White - 77%; Hispanic - 65%; Econ Disad. - 60%
- 4th Grade ~ All students - 69%; White - 64%; Hispanic - 69%; Econ Disad. - 67%
- 5th Grade ~ All students - 79%; White - 84%; Hispanic - 74%; Econ Disad. - 75%

Math STAAR Scores:

- 3rd Grade ~ All students - 74%; White - 76%; Hispanic - 60%; Econ Disad. - 59%
- 4th Grade ~ All students - 62%; White - 72%; Hispanic - 54%; Econ Disad. - 54%
- 5th Grade ~ All students - 76%; White - 84%; Hispanic - 68%; Econ Disad. - 71%

Science STAAR Scores: All students - 67%; White - 75%; Hispanic - 59%; Econ. Disad. - 61%

Writing STAAR Scores: All students - 45%; White - 49%; Hispanic - 43%; Econ. Disad. - 32%

The last year we were rated and received a letter grade was 2019. In 2019 our 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

**2020-2021 STAAR, Showed academic loss in many areas. Strengths are in the following areas:**

Reading:

- 5th Grade Reading: White Approaches - 84%; White Masters - 41%; All students Masters - 29%.

Math:

- 3rd Grade Math: White Approaches - 82%.
- 4th Grade Math: All Masters - 25%; Hispanic Masters - 25%.
- 5th Grade Math: White Approaches - 84%; White Meets 54%; White Masters - 31%.

**2018-19 Accountability/Testing Strengths for Hanna Springs include (last STAAR Scores before COVID, we are working to meet and surpass these targets again):**

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.) Students at Hanna Springs will meet or exceed 81% on the 3rd grade STAAR approaches passing rate, 42% on Meets passing standard and 23% Masters passing standard. **Root Cause:** Students need targeted instruction to close academic gaps.

# School Culture and Climate

## School Culture and Climate Summary

### HSE Culture and Climate

The 2021-22 school year at Hanna Springs continues to focus on safety, schoolwide structure, and enhanced character building opportunities for students. We are holding school as normal as possible with COVID precautions. 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. We have opened up a school store this year. Students earn Badger Bucks for acts of kindness and with good behavior. The store is open to shop every three weeks. 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 school store and earning Bager Bucks
- Nine-weeks awards for attendance, good behavior, and Distinguished student awards; as well as mid 9 weeks reinforcers for these areas
- AR Reading Incentive programs that are awarded to all grade levels each nine weeks
- Continued instruction in character education, drug prevention, good decision-making, and manners - promoted school wide and reinforced in counselor facilitated character classes and small groups
- Frequent assemblies addressing current student needs, achievements, student feedback, and academic successes
- 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:

- Daily character education and manners are taught on the announcements.



- 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, subcommittees were created.
- Continuation of the Child Centered Team (CCT) process that allows for multiple adults to track and monitor the progress of individual students
- Key Staff Development Days for classroom teachers that allows them to plan and prepare for instruction utilizing TRS and Staff Vertical Alignment Days
- Formal and informal Teacher Mentoring programs
- Continued, positive responses to teacher feedback regarding student and staff morale
- Incentive programs for students and teachers regarding attendance and performance
- Daily announcements which teach the Essential 55 and important character rules for life and promote kindness and compassion as a school culture
- Student led Pride Patrol for greeting students and visitors and for conducting daily school announcements
- The number of returning staff who are invested in our school

#### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Continuing to proceed with school using COVID safety measures. This causes stress in parents and teachers. **Root Cause:** COVID-19

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

The 2021-2022 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 2021-22 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 facilitated by the Instructional Specialist (IS) for Teachers and Administrators for the 2021-22 School Year
- Campus Planning Meetings to encourage teacher involvement in decision making processes
- Professional Learning Communities to facilitate 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:** We have recruited quality teachers and are retaining employment. We are focusing on growing our new teachers to use best practices so that they will grow to be master teachers. **Root Cause:** It takes time for new teachers to learn.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### HSE 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 five days a week, allows all students to receive concentrated, differentiated instruction based on the academic needs of each individual learner. In the past we have only done SMART time four days a week, this year we added Friday. 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.

To help address the COVID learning loss, we have purchased the Foundations Phonics program for Tier I reading instruction and the Tier 2 program to use with Tier 2 and 3 Smart Time instruction. For math we are using Lonestar Learning bulletin board math as a weekly spiral review of math skills.

If a student was unsuccessful on STAAR, they are receiving 30 hours of intervention in each subject failed during SMART Time. This meets the HB 4545 requirements.

Current curricular and instructional activities for teaching staff:

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

In addition to small group intervention and large-scale differentiated instruction through Enrichment Time, 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, Amplify and 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

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

For 2021-22, 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. COVID has slowed down our open door policy, as we are a closed campus at the beginning of school. We opened back up to visitors during the last week of September and will monitor the open status based on positive COVID cases.

This school year, Hanna Springs has opened a school store, which is funded and manned by parents from our PTSO. We are recognizing and rewarding positive behavior and students are learning to work hard to earn the school currency in order to purchase items in the school store.

We will hold Family Nights this year. We are planning for two options based on COVID numbers. If we are a closed campus we will do "Drive Through" Family Nights and if we are an open campus we will host regular Family Nights.

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

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

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

## Problem Statements Identifying Parent and Community Engagement Needs

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

# School Context and Organization

## School Context and Organization Summary

### 2021-22 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 five 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
- Faculty Meetings to incorporate staff development opportunities
- Grade Level meetings monthly to monitor grade levels and to send out school-wide expectations to the campus from administration
- Enrichment Time, or SMART Time, to help differentiate instruction for all learners
- Frequent planning and collaboration opportunities for classroom teachers
- Weekly communication between administration and teaching staff regarding student progress and success
- Organized, large-scale differentiated instruction within all grade levels
- Optimum use of intervention staff and personnel to address the needs of struggling students in ALL grade levels
- Effective communication with parents and community members with regard to student activities

## Problem Statements Identifying School Context and Organization Needs

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

# Technology

## Technology Summary

### 2021-22 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, most 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. For the classrooms who have opted to not have a SMARTboard, teachers utilize the document camera and stream information from their computer through the document camera and project it on the white board.

Our 5th Grade students are a 1:1 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 resources as well, to support student research, contextualizing new learning, and for access to language learning programs.

We also purchased 17 new chromebooks last school year to be dispersed out to classes to increase the amount of technology available to the students in the classrooms in 2020-21.

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 utilize 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 out 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, and standard computerized interventions)
- Usage of district technology coordinator and technology personnel

- Use of Eduphoria application to observe staff, communicate technology needs, and disaggregate student data
- Continued staff development in new technologies and software usage

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** We have a limited number of devices available to our students. **Root Cause:** Funding was cut in EMAT and Elementary 3rd and 4th grade 1-to-1 devices were given to the middle school and high school.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Section 504 data
- Gifted and talented data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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













# Goals

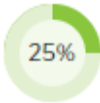




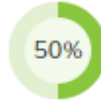










**Goal 1:** The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.













**Performance Objective 1:** By Spring 2022, the percentage meeting or exceeding proficiency will meet or exceed state average on the STAAR tests.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HSE will use the scientifically research-based TEKS Resource System TRS to ensure academic success for all students in all classes. <b>Strategy's Expected Result/Impact:</b> Teacher-made and Released Tests; Common Assessments and Benchmark Tests; Textbook Evaluation Instruments <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to integrate higher-level thinking and problem-solving skills into the instruction of all classes; collaborate on grade level essential questions for TEKS. <b>Strategy's Expected Result/Impact:</b> Data Walks Data; TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HSE will utilize Eduphoria Aware to disaggregate data so that student strengths and weaknesses may be addressed with appropriate interventions. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Instructional Technologist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> HSE will utilize our current TRS Writing TEKS, as well as Daily 5 Work on Writing in 3rd-5th grade and ELPS strategies in K-5, to help further evaluate and address the writing deficiencies of all subgroup students in 3rd-5th grade (as well as All Students in our 3rd-5th grade classrooms). <b>Strategy's Expected Result/Impact:</b> Benchmarks, Common Assessments, STAAR Scores, After School Tutorials <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator, ESL Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> HSE will provide targeted reading and math interventions in order to help address the reading and math deficiencies among subgroup students (in addition to all other struggling learners). We will also target students who were not successful on the STAAR test. They will receive at least 30 hours in additional intervention to meet the HB 4545 requirements. <b>Strategy's Expected Result/Impact:</b> Benchmarks, Common Assessments, STAAR Scores, Case Management and CCT Notes <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 282 - Elem & Sec School Emergency Relief-ESSER III - \$213,087	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus Instructional Specialist (IS) will train core-subject teachers to include ESL facilitators and SPED teachers on specific research-based academic strategies. <b>Strategy's Expected Result/Impact:</b> Benchmarks, Common Assessments, STAAR Scores, After School Tutorials <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Interventionists, RTI Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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.  <b>Funding Sources:</b> - 199 - General Fund - Library 99 Undistributed - \$70,848	Formative			Summative
	Nov	Jan	Mar	June
				

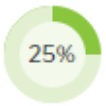

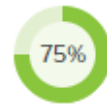

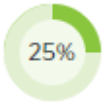

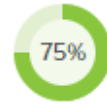





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Hanna Springs staff will provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - General Fund - Basic Education 11 - \$83,106, - 199 - General Fund - Instruction 99 Undistributed - \$9,150	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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 2022-23 school year. Ongoing training will also be facilitated for these teachers regarding the Science of reading instruction, phonics instruction, and reading remediation.  <b>Strategy's Expected Result/Impact:</b> Increased reading achievement among all students in grades PK-3rd Grade. Continued improvement on reading assessments for all LISD students over time. <b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent, Campus Principals, Instructional Specialists  <b>Funding Sources:</b> - 199 - General Fund - Early Education Allotment 36 - \$101,395	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





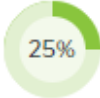





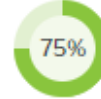





**Goal 1:** The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

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





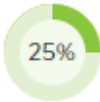











**Evaluation Data Sources:** The Accountability Index 3 will reflect a closing of performance gaps above the state target score.

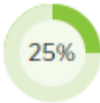



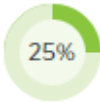

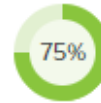




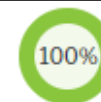




**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Weekly Progress Reports; Six Week Reports; Semester Grades; Benchmark Tests; Intervention Tracking <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Sp.Ed. Director; Section 504 Mentor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - General Fund - SPED Allotment 23/33 - \$1,103,472	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HSE will target individual student strengths and weaknesses through flexible grouping, differentiated instruction, Imagine Learning, and Amplify using bench marks and assessments diagnostically to drive instruction. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Instructional Technologist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be identified as at-risk using the State Compensatory Education criteria. <b>Strategy's Expected Result/Impact:</b> PEIMS; AEIS; STAAR <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Teachers; Asst. Supt.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Weekly Tests; Progress Reports; AEIS; STAAR; Intervention Tracking <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Dir. of Sp.Ed.; Principal; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Program Reports; Progress Report; PEIMS; AEIS; TELPAS <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; ESL 12 (SSA); ESL Fac.; Classroom Teachers  <b>Funding Sources:</b> - 199 - General Fund - Bilingual/ESL Allotment 25 - \$4,451	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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).  <b>Strategy's Expected Result/Impact:</b> District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - Title I, Part A - \$332,093	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Special needs of homeless and foster students will be met by providing help and assistance so that each student can be academically successful. <b>Strategy's Expected Result/Impact:</b> PEIMS; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Homeless Liaison; Principal; Teachers; Counselor; Office Staff	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Weekly; Semester Observations; Intervention Tracking <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Counselor; CEI Reading Coach Interventionists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 224 - IDEA B, Formula SPED - \$110,301, - 199 - General Fund - Dyslexia Allotment 37/43 - \$72,718	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Continue to incorporate and enhance new, Tier 3 Remedial Reading Lab for struggling readers including Lexia Reading and Intervention personnel. <b>Strategy's Expected Result/Impact:</b> Program feedback from Lexia Learning; progress monitoring; common assessments; intervention feedback <b>Staff Responsible for Monitoring:</b> Principal; Interventionist(s)  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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. <b>Strategy's Expected Result/Impact:</b> Weekly Tests; Nine Weeks Tests; Benchmark Test; Intervention Tracking <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Counselor; CEI Reading Coach Interventionists; Curriculum Instructional Technologists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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 <b>Strategy's Expected Result/Impact:</b> Annual Performance Report; Migrant Application/Form Required <b>Staff Responsible for Monitoring:</b> Counselor; PEIMS clerk; Principal: ESC XII	Formative			Summative
	Nov	Jan	Mar	June
				





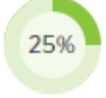







Strategy 12 Details	Reviews			
<b>Strategy 12:</b> We will utilize ongoing data analysis that will be conducted utilizing programs that include reading screener K-3, Eduphoria Aware, mClass, TEMI, Imagine Learning, Think Through Math, PDI Program for Program for Dyslexia Intervention, and Lexia. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking; Programming reports and data analysis <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Counselor; Reading Interventionists; Instructional Specialist, RtI Coordinator, ESL Teacher  <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports <b>Staff Responsible for Monitoring:</b> Principal, Intervention staff members, teachers, counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - General Fund - SCE Allotment 24/28/30 - \$62,190	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> We will use the Foundations phonics program for reading instruction in grades K-3 for all daily reading instruction. We will also utilize the Tier 2 Foundations phonics program for our SMART Time targeted T2 & T3 instruction. <b>Strategy's Expected Result/Impact:</b> We will see improvement in our students who are reading on or above grade level. This will also impact our STAAR scores in the long run, because more students will be reading on or above grade level if they are being instructed with this program starting in Kindergarten. <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Reading Interventionists; Instructional Specialist, RtI Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** By Spring 2022 the percentage meeting advanced performance will meet or exceed state average on the STAAR tests. Students at Hanna Springs will meet or exceed 81% on the 3rd grade STAAR approaches passing rate, 42% on Meets passing standard and 23% Masters passing standard.

**Evaluation Data Sources:** 2022 STAAR Scores

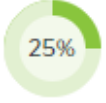







**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HSE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies. <b>Strategy's Expected Result/Impact:</b> Advanced scores on STAAR <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GT Coordinator, and Classroom Teachers <b>Funding Sources:</b> - 199 - General Fund - GT Allotment 21 - \$17,499	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HSE will track previously advanced students and students who are close to scoring advanced on the 2021 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. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Intervention Personnel	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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





















**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate "real-world," higher-order instructional techniques into classroom settings to help foster connections between learning and real-life application. <b>Strategy's Expected Result/Impact:</b> T-TESS Observations; Teacher surveys and feedback; Student and Parents surveys and feedback, Grade Level Meeting and Faculty collaboration <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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
















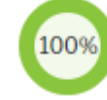
**Summative Evaluation:** Met Objective





















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will access the TRS online and use the timeline (YAG) template and Instructional Focus Documents (IFDs) to impact instruction. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; AEIS; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Instructional Specialist; Principal; Asst. Principal; Teachers; Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use the YAG tool from TRS. This will help teachers provide effective instruction to ensure that all subjects are aligned. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; 9 Weeks Overviews <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; Instructional Specialist, RtI Coordinator; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Meeting minutes, Common Assessments, Benchmarks and STAAR Scores <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; Instructional Specialist, RtI Coordinator; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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).  <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Summative Evaluation:** Met Objective





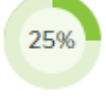




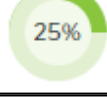

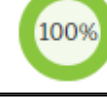
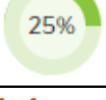
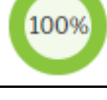
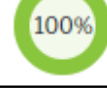
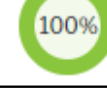




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HSE will provide staff development to improve understanding of concepts of vocabulary for ESL and special education students. <b>Strategy's Expected Result/Impact:</b> TRS Timeline; Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal, ESL Teacher, RtI Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Registration Form; Teacher Survey <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The percentage of teachers receiving high-quality professional development will meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Surveys; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations; <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> HSE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT). <b>Strategy's Expected Result/Impact:</b> Observations; Student STAAR; TRS YAG/IFD <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Special Ed. Staff; Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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.  <b>Funding Sources:</b> - 199 - General Fund - School Leadership 99 Undistri - \$308,760	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Summative Evaluation:** Met Objective









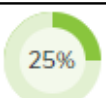
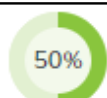
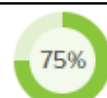
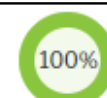
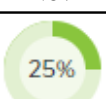
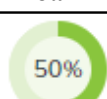
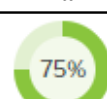
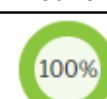




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will provide counseling and offer up-to-date information relating to various careers. <b>Strategy's Expected Result/Impact:</b> Counseling Log; Student Surveys; Observations <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HSE will continue to integrate career and occupational instruction through special days such as Ag Day and Family Nights. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Librarian; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HSE will hold a career day where different professionals from the community come in and speak to all grade levels throughout a rotation schedule. <b>Strategy's Expected Result/Impact:</b> Class Discussions, Observations and Surveys <b>Staff Responsible for Monitoring:</b> Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hanna Springs will provide students with a variety of extracurricular activities throughout their K-5 experience. <b>Funding Sources:</b> - 199 - General Fund - Extracurricular 99 Undistrib - \$15,725	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

**Performance Objective 6:** By May 2022, 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.

















**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. <b>Strategy's Expected Result/Impact:</b> Observations; Staff Development <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students in grades 3-5 will have a physical fitness assessment conducted at least once a year. <b>Strategy's Expected Result/Impact:</b> FitnessGram Statistical Data; TEA Reporting on State Averages <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Nurses	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HSE will maintain and update on a regular basis a district Wellness Policy. <b>Strategy's Expected Result/Impact:</b> Bi-Annual Audits; Yearly Reviews <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Surveys; Student Evaluations and Testing; School Health Index; District SHAC, Fitness Gram statistical data <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Summative Evaluation:** Significant progress made toward meeting Objective





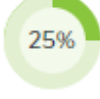







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Dropout prevention strategies will be provided at HSE for all at-risk students, with a focus on achievement and positive behavior for 4th/5th grade males. <b>Strategy's Expected Result/Impact:</b> Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Nine Weeks; Semester <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HSE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance. <b>Strategy's Expected Result/Impact:</b> Nine Weeks; Semester <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> HSE will work to create a positive campus environment that will instill school pride and school spirit in all students. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; Morning Announcements <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> COVID safety procedures will be put in place to help prevent the spread of the COVID-19 virus. <b>Strategy's Expected Result/Impact:</b> Keep the number of positive cases down so that students and teachers can be in school. <b>Staff Responsible for Monitoring:</b> District Nurse, Principal, Assistant Principal, Campus Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

**Summative Evaluation:** Met Objective









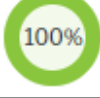
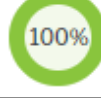
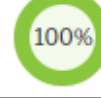





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention. <b>Strategy's Expected Result/Impact:</b> Sign-Ins <b>Staff Responsible for Monitoring:</b> Asst. Superintendent; Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

















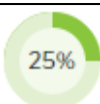
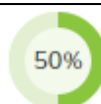
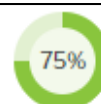
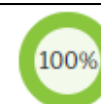
**Goal 3:** Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

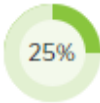











**Performance Objective 3:** In 2021-22 a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HSE will continue to support and be a safe and drug-free school/community by providing drug education training for all students. <b>Strategy's Expected Result/Impact:</b> PEIMS; Discipline Reports; Counseling Logs; Observations <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; Counselor; Asst. Supt.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Red Ribbon Week will be observed with activities, speakers and classroom lessons to show and teach students about the dangers of all drug use. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Discipline Referrals; Observation <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Guest speakers as well as other planned activities will be offered to all students to teach the dangers of drug use. <b>Strategy's Expected Result/Impact:</b> Surveys; Observations; Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Counselor; Asst. Principal; Instructional Technologist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties. <b>Strategy's Expected Result/Impact:</b> Surveys; Observations; Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal; Counselor; LSSP; Behavior Support Staff  <b>Funding Sources:</b> - 199 - General Fund - Guidance & Counseling 99 Undi - \$100,272	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement bullying prevention programs and instruction to all students. <b>Strategy's Expected Result/Impact:</b> Observation and documentation of reported incidents. <b>Staff Responsible for Monitoring:</b> Principal; Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Self-evaluations; Observations; Surveys <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.  <b>Funding Sources:</b> - 199 - General Fund - Security & Monitoring 99 Undi - \$3,050	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Surveys; Staff Development; Plans; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> HSE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; PEIMS <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> HSE will provide social skills coaching for all students including special populations in order to help prevent discipline problems. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; PEIMS <b>Staff Responsible for Monitoring:</b> Special Ed. Teachers; Counselor; LSSP; Behavior Specialists	Formative			Summative
	Nov	Jan	Mar	June
				





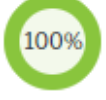


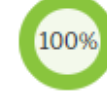
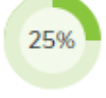



Strategy 10 Details	Reviews			
<b>Strategy 10:</b> HSE will have a Positive Behavior Intervention System school-wide and discipline management program that provides for the prevention of and education concerning unwanted physical or verbal aggression, harassment, abuse, bullying, and suicide in schools, on school grounds, and in school vehicles. Students will be paid "Badger Bucks" and will have the opportunity to shop in the school store every 3 weeks. <b>Strategy's Expected Result/Impact:</b> Documentations of program plans <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; RtI Coordinator; Teachers; Behavior Specialists; Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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. <b>Funding Sources:</b> - 199 - General Fund - Health Services 99 Undistrib - \$43,244	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





















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









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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> TExES Results; Student STAAR; HQ Report of NCLB <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>Funding Sources:</b> - 199 - General Fund - Basic Education 11 - \$2,237,496, - 199 - General Fund - Pre-K 32 - \$90,718	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The percentage of teachers receiving high-quality professional development will meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Surveys; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal  <b>Funding Sources:</b> - 199 - General Fund - Staff Development 99 Undistri - \$9,190	Formative			Summative
	Nov	Jan	Mar	June
				















Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The percentage of core academic subject area classes taught by highly qualified teachers will meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations; <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> HSE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS YAG/IFD <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> HSE will continue to provide opportunities for teachers to observe in peer classrooms within the district and in Exemplary districts. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> HSE staff will receive walk-through feedback on a regular basis to monitor student progress and teacher fidelity to district curriculum. <b>Strategy's Expected Result/Impact:</b> Walk-through documentation <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; Curriculum Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> HSE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT). <b>Strategy's Expected Result/Impact:</b> Sign-in documentation <b>Staff Responsible for Monitoring:</b> Principal; Special Ed. Staff; Interventionist	Formative			Summative
	Nov	Jan	Mar	June
				





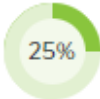











Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 9) HSE administration and Instructional Specialist will participate in professional development aligned to our campus goals for reading achievement, to include innovative methods for ongoing, formative assessment. <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress. <b>Strategy's Expected Result/Impact:</b> Signed Documents; Surveys; Observations; Attendance Sheets <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Supt.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A campus newsletter will continue to be provided to all parents. Also, communication about school events will be provided in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data <b>Staff Responsible for Monitoring:</b> Principal; Teachers; PTSO Secretary	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Supt.; PTSO Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> HSE will provide incentives to encourage attendance at Family Nights for all populations. <b>Strategy's Expected Result/Impact:</b> Attendance Sheets; Incentives Received <b>Staff Responsible for Monitoring:</b> Principal; Librarian; ESL Teacher; GATE Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parents will be able to access individual student grades and other educational information by using Family Access and the District and campus Home Pages. <b>Strategy's Expected Result/Impact:</b> Data from Technology <b>Staff Responsible for Monitoring:</b> Teachers; Office Staff; Technology; Instructional Technologist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Timeline tracking forms, Parent Feedback, Surveys, Phone calls/communication for parents and community, email responses <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Intervention Personnel  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Encourage participation and attendance in our PTSO meetings to help service and support students <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets and parent surveys <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Coordinate with the school district to offer "Pre-Kindergarten/Kindergarten Round-Up" to reach out to parents and Head Start participants. We have also collaborated with local agencies to recruit and offer tours for incoming Kindergarten students.	Formative			Summative
	Nov	Jan	Mar	June

							
 No Progress  Accomplished  Continue/Modify  Discontinue							

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

**Performance Objective 2:** Offer training to all LISD families.

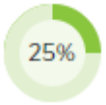





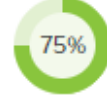
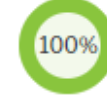




**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Attendance Sheets; Incentives <b>Staff Responsible for Monitoring:</b> Principal; Librarian; ESL Teacher; GATE Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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.

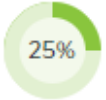











**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through district participation in the Community Resources Coordination Groups (CRCG), HSE will maintain open communication between LISD and local government agencies. <b>Strategy's Expected Result/Impact:</b> Communication between district and local government agencies. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, District personnel	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 . <b>Strategy's Expected Result/Impact:</b> McKinney-Vento Student Residency Questionnaire, identification in Skyward of students in foster care <b>Staff Responsible for Monitoring:</b> Asst. Superintendent; Counselors; Campus PEIMS clerks	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; AEIS; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. Instructional Technologist; Principal; Asst. Principal; Teachers; Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Benchmarks, Common Assessments, STAAR results, verbal and survey feedback from students, teachers, and technology personnel <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Intervention Personnel; technology personnel, instructional technologists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will integrate educational programs (Learning.com, Lexia, Social Studies Weekly,, Amplify, Think Through Math, AR, IXL, Read Naturally, Reading by Design, and Brain Pop) into instructional times to provide a variety of opportunities for students to access technology and enhance learning. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; AEIS; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Instructional Technologist; Principal; Asst. Principal; Teachers; Technology	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Feedback and data from the AR program; Input from students, parents, and	Formative			Summative
	Nov	Jan	Mar	June











<p>teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers, Librarian, Library Assistant</p>				
<div> <div>  <span>No Progress</span> </div> <div>  <span>Accomplished</span> </div> <div>  <span>Continue/Modify</span> </div> <div>  <span>Discontinue</span> </div> </div>				

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

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









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize instructional technologist to provide teachers and assistants with relevant technology trainings related to chrome books, Google Classroom will be utilized. <b>Strategy's Expected Result/Impact:</b> T-TESS Observations; Teacher feedback and survey data; Data from Instructional Technologist <b>Staff Responsible for Monitoring:</b> Principal, Instructional Technologist, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

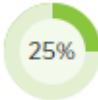







**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration will analyze and plan accordingly for short and long-range facility improvements.  <b>Funding Sources:</b> - 199 - General Fund - Facilities Maintenance & Oper - \$251,736	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Funding Sources:</b> - 240 - Child Nutrition - \$296,365	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Schoolwide and Targeted Assistance Title I 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 Committee 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Strickland	Intervention Aide	Intervention	1.0
April Johnson	RtI Coordinator	Intervention	1.0
Debbie Irvine	Intervention Aide	Intervention	1.0
DiDi Whipkey	Intervention Aide	Intervention	1.0
Julie Wilson	Intervention Aide (Year to Year)	Intervention	1.0
Sandi Davis	Interventionist	Intervention	1.0
Sonia Mejia-Alvarez	Intervention Aide	Intervention	1.0
Traci Bender	Interventionist	Intervention	1.0
Tricia Mumme	Interventionist	Intervention	1.0

# Campus Funding Summary

199 - General Fund - Basic Education 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$83,106.00
4	1	1			\$2,237,496.00
Sub-Total					\$2,320,602.00
Budgeted Fund Source Amount					\$2,320,602.00
+/- Difference					\$0.00
199 - General Fund - GT Allotment 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$17,499.00
Sub-Total					\$17,499.00
Budgeted Fund Source Amount					\$17,499.00
+/- Difference					\$0.00
199 - General Fund - SPED Allotment 23/33					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,103,472.00
Sub-Total					\$1,103,472.00
Budgeted Fund Source Amount					\$1,103,472.00
+/- Difference					\$0.00
199 - General Fund - SCE Allotment 24/28/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	13			\$62,190.00
Sub-Total					\$62,190.00
Budgeted Fund Source Amount					\$62,190.00
+/- Difference					\$0.00
199 - General Fund - Bilingual/ESL Allotment 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$4,451.00
Sub-Total					\$4,451.00



199 - General Fund - Bilingual/ESL Allotment 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$4,451.00
+/- Difference					\$0.00
199 - General Fund - Pre-K 32					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$90,718.00
Sub-Total					\$90,718.00
Budgeted Fund Source Amount					\$90,718.00
+/- Difference					\$0.00
199 - General Fund - Early Education Allotment 36					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$101,395.00
Sub-Total					\$101,395.00
Budgeted Fund Source Amount					\$101,395.00
+/- Difference					\$0.00
199 - General Fund - Dyslexia Allotment 37/43					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$72,718.00
Sub-Total					\$72,718.00
Budgeted Fund Source Amount					\$72,718.00
+/- Difference					\$0.00
199 - General Fund - Instruction 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$9,150.00
Sub-Total					\$9,150.00
Budgeted Fund Source Amount					\$9,150.00
+/- Difference					\$0.00
199 - General Fund - Library 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$70,848.00
Sub-Total					\$70,848.00

199 - General Fund - Library 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$70,848.00
+/- Difference					\$0.00
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					\$0.00
199 - General Fund - School Leadership 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	8			\$308,760.00
Sub-Total					\$308,760.00
Budgeted Fund Source Amount					\$308,760.00
+/- Difference					\$0.00
199 - General Fund - Guidance & Counseling 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4			\$100,272.00
Sub-Total					\$100,272.00
Budgeted Fund Source Amount					\$100,272.00
+/- Difference					\$0.00
199 - General Fund - Health Services 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	11			\$43,244.00
Sub-Total					\$43,244.00
Budgeted Fund Source Amount					\$43,244.00
+/- Difference					\$0.00
199 - General Fund - Extracurricular 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4			\$15,725.00
Sub-Total					\$15,725.00

199 - General Fund - Extracurricular 99 Undistrib					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$15,725.00
+/- Difference					\$0.00
199 - General Fund - Facilities Maintenance & Oper					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$251,736.00
Sub-Total					\$251,736.00
Budgeted Fund Source Amount					\$251,736.00
+/- Difference					\$0.00
199 - General Fund - Security & Monitoring 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	6			\$3,050.00
Sub-Total					\$3,050.00
Budgeted Fund Source Amount					\$3,050.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$332,093.00
Sub-Total					\$332,093.00
Budgeted Fund Source Amount					\$332,093.00
+/- Difference					\$0.00
224 - IDEA B, Formula SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$110,301.00
Sub-Total					\$110,301.00
Budgeted Fund Source Amount					\$110,301.00
+/- Difference					\$0.00
240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	1			\$296,365.00
Sub-Total					\$296,365.00

240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$296,365.00
+/- Difference					\$0.00
282 - Elem & Sec School Emergency Relief-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$213,087.00
Sub-Total					\$213,087.00
Budgeted Fund Source Amount					\$213,087.00
+/- Difference					\$0.00
Grand Total Budgeted					\$5,536,866.00
Grand Total Spent					\$5,536,866.00
+/- Difference					\$0.00