Lampasas Independent School District

Kline Whitis Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2019

Demographics

Demographics Summary

Demographics:

Kline Whitis Elementary (KWE) is a Title I campus that utilizes funding to meet the needs of all learners, while maintaining a student population of
approximately 425 students. KWE services students from Pre-Kindergarten to Grade 5 of which campus instructional teams grades Pre-K through Grade 3
are self-contained, and Grades 4 & 5 are departmentalized into English-Language Arts & Reading, Mathematics, Science & Social Studies.
Fine Arts and Physical Education are offered as part of the foundational school program. This campus also houses the Preschool Programs for Children with Disabilities (PPCD) and the district's elementary Behavior Intervention Classroom (BIC).

The demographic make-up of KWE is as follows:

- African American- 1.4%
- Hispanic- 28.0%
- White- 63.3%
- American Indian- 0.7%
- Asian- 0.9%
- Pacific Islander- 0.0%
- Two or More Races- 5.6%
- Economically Disadvantaged- 55.1%
- English Learners (EL)- 2.8%
- At-Risk- 28.0%
- Mobility- 15.2%
- Students w/ Disciplinary Placements (2016-2017) 0.2%

Percentage of Special Education Students at KWE 16.5%:

- SpEd Students with Intellectual Disabilities 25.7%
- SpEd Students with Physical Disabilities 21.4%
- SpEd Students with Autism 7.1%
- SpEd Students with Behavioral Disabilities 22.9%
- SpEd Students with Non-Categorical Early Childhood 22.9%

Staff Data:

KWE has maintained a 100% Highly Qualified staff. Nine staff members were hired to replace staff members who had moved or retired for the 2018-2019
school year.

Total Staff 48.0:

- Professional Staff: 32.3
- Teachers 28.6
- Professional Support 3.5%
- Campus Administration (School Leadership) 4.2%
- Educational Aides 32.7%
- Total Minority Staff 8.0%

Teachers by Ethnicity and Sex:

- White 96.5%
- American Indian 3.5%
- Males 7.0%
- Females 93.0%

Teachers by Highest Degree Held:

- Bachelors 78.0%
- Masters 22.0%

Teachers by Years of Experience:

- Beginning Teachers 10.5%
- 1-5 Years Experience 27.9%
- 6-10 Years Experience 11.4%

- 11-20 Years Experience 22.3%
- Over 20 Years Experience 27.9%
- Number of Students per Teacher 14.8

Experience of Campus Leadership:

- Average Years Experience of Principals 2.0
- Average Years Experience of Principals with District 2.0
- Average Years Experience of Assistant Principals 2.0
- Average Years Experience of Assistant Principals with District 2.0
- Average Years Experience of Teachers: 13.6
- Average Years Experience of Teachers with District: 9.5

Demographics Strengths

- Texas Accountability Rating of 'Met Standard' on Performance Indexes 1, 2, 3, & 4
- All staff members meet highly qualified status
- Years of teaching experience of professional teachers exceeds that of the district average.
- Percentage of staff members with Masters Degrees exceed that of the district .
- ELL student percentage is well below that of the district and state average.
- Mobility rate of students is less than the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a growing percentage of students with special needs which require intensive intervention and assistance. **Root Cause**: Early identification efforts through RtI have increased.

Student Academic Achievement

Student Academic Achievement Summary

KWE Met Standard for all student achievement indicators in the 2019 Texas Accountability Rating System and exceeded the target score for student
achievement, student progress, closing performance gaps, and postsecondary readiness as detailed in the Performance Index Report.
The 2019 Accountability Summary tracks performance based on four indexes. Kline Whitis scored the following on each of the four indexes:
Index 1 - Student Achievement: 76
Index 2 - School Progress: 77
Index 3 - Closing Performance Gaps: 77

The 2019 STAAR results indicate a need for continued work to improve scores to meet or surpass the state average. We will evaluate our Title I and State
Compensatory Education programs using data gathered from current year STAAR and local benchmarking and common assessments to evaluate the
effectiveness of our interventions. The assessment program will be expanded by utilizing Eduphoria Aware to track student mastery and to better guide our
instruction. Campus and district teams will continue to work towards vertical alignment and rigor with support through professional development.

Reading STAAR Scores: Approaches Meets Masters

- 3rd Grade - All students 82.14% 58.93% 26.79%
- 4th Grade - All students 85% 58.33% 21.67%
- 5th Grade - All students 86/97% 43 % 24%

Math STAAR Scores: Approaches Meets Masters

- 3rd Grade - All students 82.14% 58.93% 30.36%
- 4th Grade - All students 76.67% 46.67% 30%
- 5th Grade - All students 83/99 % 49 % 24 %

Approaches Meets Masters

Science STAAR Scores: 53 % 17 % 1 %

Writing STAAR Scores: 66.67% 36.67% 10%

Student Academic Achievement Strengths

- Implementing the RTI process for all grade levels. We have a process in place to track, identify, and serve all struggling learners in Reading and Math
  .
- Campus benchmark system and common assessments enhanced by the use of Eduphoria Aware to track student mastery and to guide instruction.
- District common assessments are locally created and align with TRS and state standards.
- Strong UIL Academic program
- Materials used to aid students in their ability to focus and attend during class time to ensure that they are able to listen and focus on their work (specialized desks, seating, sensory motor lab).
- Equipped teachers with tools through Daily 5 integration to increase student engagement.
- Support provided to vertical alignment through safety nets, essential skills for success in Reading and Math for the next grade level.
- ESL facilitator is providing intervention for ELL both in class and through pull out programs.
- Addition instructional support given through Reading to targeted students.
- Writer's Workshop in grade 4
- After School Campus Enrichment program

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Science scores are not commensurate with school comparison group. **Root Cause**: Rigor along with strong Tier 1 instruction must be increased in the Science curriculum.

Problem Statement 2: STAAR Writing 4th grade Writing Results can continue to be improved. **Root Cause**: Need to increase focus on Writing conferences in all grade levels with individual student goals to help improve 4th grade Writing STAAR Results.

School Processes & Programs

School Processes & Programs Summary

Personnel- Policy and Procedures: New staff members are supported campus-wide by being partnered with veteran teachers, but also participating in a formal teacher mentoring program.
Throughout the year our staff meets to review both instructional and academic data for continuous improvement. The professional/staff development that
our staff receives is monitored through data, frequent classroom visits by administrators, district staff, grade level/team meetings, vertical meetings, and
individual conferences with teachers throughout the year. New teachers also attend two days of training prior to school starting for 2019-2020 school year.
The elementary curriculum specialist is a full time position on the campus. Additional instructional support through a targeted Reading Specialist has been given this year.
The district has a heavy emphasis on in house staff development and encourages out of district workshop opportunities through the regional service center
and surrounding areas. Grade level meetings and faculty meetings include opportunities for professional growth.
The campus handbook explains policies an dprocedures specific to KWE.

Professional Practices & Procedures:

Administrators monitor implementation of CIP objectives through classroom observations and provide two way communication about the observations
through Eduphoria T-TESS. They also attend team meetings, analyze data using various testing instruments, and engage in professional conversations about
student achievement with staff members. Individual teachers, grade levels, grade level leaders, and the Child Centered Team bring various academic topics
to the table that reflect the needs of staff. TEKS Resource System is used across the curriculum as a means to provide a guaranteed and viable curriculum
across all grade levels and all core subject areas. District wide common assessments and/or benchmarks are being implemented at the end of each nine
weeks period.

KWE will:

- Utilize training and planning time:
-

- ○ Which will involve all campus stakeholders in campus needs assessment, analysis, and future growth plans.
- ○ Update staff on STAAR information guides, released tests and study guides that are available
- ○ For differentiating instruction for Special Ed and General Ed staff, Literacy Collaborative, ELPS, and GT integrated strategies
- ○ To integrate STAAR objectives in P.E., Art, Music, Library, GT program
- ○ to conference and set goals after each common assessment by objective and student group to develop remediation/acceleration plans
- Grow new staff members through targeted support
- Utilize Grade Level, Departmental, and Committee Meetings to gather staff input
- Provide planning time to ensure that instruction is aligned to TEKS/SE and STAAR performance objectives
- Utilize Eduphoria Aware through data disaggregation sessions (with Elementary Curriculum Specialist/Interventionists/Administrators) for campus data to check
- progress towards mastery and identify areas of weakness

Campus Technology:

- The campus has one computer lab, at least five ipads and one computer per classroom, a teacher iPad, 5 class sets of Chromebooks available for checkout.
- Access to the Learning.com website gives students the opportunity to benefit from new technical remediation.
- Access to various computer programs (Prodigy, Xtramath, Learning A-Z, iStation and Think-Through Math) and small group tutorials provides educational activities to foster positive experiences in reading, math, science and writing while building specific foundational skills required for future STAAR success.
- Provide training:
- Updated STAAR information guides, released tests and study guides as soon as they become available
- For differentiating instruction for Special Ed and General Ed staff, Literacy Collaborative, ELPS, and GT integrated strategies
- To integrate STAAR objectives in P.E., Art, Music, Library, GT program
- Conference and set goals after each assessment by objective and student group to develop remediation/acceleration plans
- District provides 1:1 iPads for 5th grade.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff
- Consistent and purposeful staff development, both in and out of district, and staff meetings
- Formal teacher mentoring program
- Elementary curriculum coordinator involved in staff development to support teachers and their instructional needs.
- Elementary curriculum coordinator placed on campus to help support campus instructional needs daily.

- Professional teachers allowed one planning day after each Common Assessment/Benchmark testing session
- Staff development aligns with district initiatives.
- Campus technologist position to support staff.
- Strong curriculum in TEKS Resource System.
- Program for Dyslexia Intervention (PDI)
- Open communication through grade level meetings
- Protected planning time, and curriculum planning days
- Instructional technology progress through addition of iPad carts, Chromebook carts. and iPads for each classroom
- Check points through district common assessments
- District common assessment and Benchmark data, and istation reading and math data is disaggregated and used for campus discussion and drives interventions
- Continuation of Reading Daily 5 in all Reading classes
- Curriculum specialists are focusing on building the writing curriculum across grade levels
- New ELAR adoption provides resources to assist teachers in planning, pacing, providing instruction, assessing, and meeting the needs of all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff turnover impacts consistency in school processes and programs from year to year. **Root Cause**: Issues such as lacking experience in classroom management practices, student discipline, and compensation are key contributors.

Perceptions

Perceptions Summary

School Culture and Climate Summary:
Research shows that teachers need to feel connected to a common goal that is communicated clearly and in a work place where they feel supported. Utilizing
data from our campus-wide staff development feedback, teachers feel Kline Whitis Elementary has an overall effective and positive school climate.
Trainings provided by the district, campus, and service center continue throughout the year to address these classroom strategies. Research also indicates
that students who feel connected to their school, peers, and community are more likely to experience academic success and positive health. Our campus is
committed to supporting our teachers in their endeavors to meet each student's academic needs as well as our students' social needs. Provide training:

- Research based techniques to increase academic achievement through enhanced instructional and curricular techniques and resources
- On-site coaching and modeling with team meetings and classroom visits
- Drug/violence prevention, identification and report of child abuse, identification of homeless children
- District and Campus Crisis Management Plan
- RTI procedures and time lines
- Provide leadership opportunities for staff members
- Provide classroom instruction in Coordinated School Health program and wellness
- Drug Awareness Week activities and incentives
- Continue reading incentive programs that culminate in the nine-weeks reading awards.
- Provide instruction in drug prevention, good decision-making, and bullying
- Ensure facilities meet the needs of the instructional program and student needs
- Gather data from staff development feedback
- Formalized mentor program to provide support to first and second year teachers to increase teacher retention
- Targeted beginning of the year staff development sessions to improve instructional practices
- Designated horizontal planning days
- Honor Guard for student leaders
- Student safety awareness training
- Incentive Programs- Such as Perfect Attendance Incentive, and Bluebonnet Reading award.
- Caught Being A Badger Award
- 9 Week Award Ceremony

- Implementing Daily 5
- Partnering with Parents on Facebook LIVE
- Marathon Kids
- Power Days

Family and Community Involvement Summary:
KWE hosts several opportunities for our families and community members throughout the school year. Each year students and parents are invited to "Meet
the Teacher Night" the week before school starts. Book Fairs are held at least twice a year in conjunction with Family Nights. We also host a "GRAND
Meal" to invited special individuals to come eat with students. Partnering with Parents still presented through Facebook LIVE, presents a variety of topics, including how parents can help their
child with Math, Reading, and/or Science. Students and parents are able to find books online, gaining access to electronic books, through links on our school
library website. Most of our textbooks are available online also. Fine Arts programs have been presented in the form of student led musicals/performances
along with programs emphasizing the child's total health and fitness through jump-rope and other cardiovascular activities, such as Marathon Kids.
The campus invites all veterans from the surrounding areas for the annual student led program on Veteran's Day. All activities are posted on the school and
district website as well as the campus marquee. Special events are advertised in the Lampasas Dispatch Record, Lampasas Radiogram, Twitter and on
Facebook. The campus has an active PTA organization that supports the campus with monetary and service support. ESL Family Night is held to encourage
and include this school demographic in bridging the home/school connection.
Notes are sent home in both English and Spanish well in advance of the scheduled events. Campus administration utilizes the Blackboard messaging system to communicate
events and activities to parents in both English and Spanish. Campus newsletters are sent home once a month, informing parents of past highlights and up coming
information they may need to know. The Parent Connection newlsetter is sent home monthly as well to provide parents useful tools and strategies in support of their child´s success at school. Grade levels have each adopted a communication system, usually a daily or weekly folder system for transporting
school work, announcements and behavioral information to parents. KWE also teams up with local community businesses and organizations to provide
outreach programs to our community and students, such as Counselors in the Community. Our annual district parent survey collects valuable input from all shareholders. Parents serve on KWE's
campus site-based decision making committee, as well as on the district site-based decision making committee when requested.

Perceptions Strengths

- Targeted Staff Development- Grade level members are sent to curriculum training to support the implementation of district approved curriculum,
- including training on high yield instructional practices.
- Targeted Staff Development- Classroom teachers are participating in curriculum training to support the implementation of latest research based ELAR instruction using the Daily 5 Model.
- Child Centered Team- Utilizes data-driven decision making process to identify, monitor, and meet student areas of need
- Family Night – A fun, educational experience for students and parents that is provided 4 evenings per year by faculty
- Incentive Programs- Such as Perfect Attendance Incentive, and Bluebonnet Reading award, awards assemblies
- Formal Teacher Mentor program continues.
- Staff horizontal planning days
- Increased safety awareness through grade level and campus-wide meetings
- Elementary Campus School Resource Officer (shared)
- PTA membership increases yearly
- Designated parent/teacher conference days
- Increased opportunities to involve parents in school functions is developing stronger relationships among parents and staff
- Intentional parent academies are educating parents to specific school programs (STAAR, Remind, Bloomz, eBook Reader, Campus
- Needs Assessments, AR, ELL,)
- Adding new components to Family Nights (theme dress ups with opportunities to win book fair certificates, and each student was given a book)
- Family night attendance is improving
- HEB supports KWE event nights and instructional needs.
- Adopt-A-School involvement from the Ft. Hood.
- Books & Badgers Events one Saturday per month at the Lampasas Public Library.
- Community member reading program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers need to become more familiar with the new reading adoption, resources, and implementing them within the Daily 5 structure. **Root Cause**: Need to provide continued professional development opportunities to strengthen implementation into ELAR routines.

Priority Problem Statements

Problem Statement 1: STAAR Writing 4th grade Writing Results can continue to be improved.

Root Cause 1: Need to increase focus on Writing conferences in all grade levels with individual student goals to help improve 4th grade Writing STAAR Results.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM 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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 02, 2019

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE will use the scientifically research-based curriculum system, TEKS Resource System (TRS) to ensure academic progress for all students in all classes.	Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	Common Assessments;Teacher-made and Released Tests; Benchmark Tests; Textbook Evaluation Instruments; Lesson plans				
2) Train professional teaching staff by August 2019 through district provided training and continue to integrate higher-level thinking, problem-solving and procedural vs. conceptual skills into the instruction of all classes.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers	TRS Time-line; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Benchmark Tests, Walk Through Data				
3) KWE will implement the Daily 5 Component of Work on Writing, and enhance this in 4th grade with a Writer's Workshop, which supports students' writing skills in development towards becoming proficient writers.	Superintendent for Curriculum, Elementary Curriculum Coordinators, principals, teachers	Writing benchmarks, 4th grade STAAR Writing data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) KWE will utilize Eduphoria Aware to disaggregate data for each student and all classes so that student weaknesses may be addressed with appropriate interventions.	Asst. Supt.; Elem. Curr. Specialist; Principal; Teachers; Instructional Specialist; Professional Interventionist; Interventionist	TRS Time-line ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests;Common Assessments				
5) KWE will provide Writing "Boot Camp" in the Spring as well as after school Writing tutorials to demonstrate progress on STAAR Writing for 4th graders demonstrating unsatisfactory progress on campus benchmarks.	Superintendent for Curriculum, Elementary Curriculum Coordinators, principals, teachers	Writing benchmarks, 4th grade STAAR Writing data				
6) KWE ESL facilitator will utilize Eduphoria Aware to disaggregate data to address the specific needs of English Language Learners to ensure targeted instruction during pull out sessions.	Superintendent for Curriculum, ESL facilitator, principals, teachers	Progress on STAAR				
7) Ongoing data analysis will be conducted utilizing programs that include reading screener K-2, Eduphoria Aware, ESGI, iStation, Think Through Math, and Program for Dyslexia Intervention PDI.	Superintendent for Curriculum, Principals, GenEd & SpEd Teachers, ESL Facilitator	Progress on STAAR				
Targeted Support Strategy 8) KWE will provide after school Reading, Writing, and Math tutorials in order to help address academic deficiencies among at-risk students.	Principal, Asst. Principal, Teachers, Interventionists	Benchmarks, Common Assessments, STAAR scores, After school tutorials				
9) Campus Instructional Specialist will train core-subject teachers to include ESL facilitators and SpEd teachers on specific research-based academic strategies.	Principal, Assistant Principal, Teachers, Interventionists	Benchmarks, Common Assessments, STAAAR scores, TTESS				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 10) KWE will provide an after school Science Academy to 5th grade students in order to demonstrate progress on Science STAAR. This is intended to address Science performance targeted sub-populations.	Principal, Asst. Principal, Instructional Specialist, Science teacher (s).	Progress on STAAR.				
11) KWE will partially fund a PPCD teacher in order to provide support for children in preschool programming with disabilities.	Director of Special Services, Principal	Progress towards mastery of IEP goals.				
	Funding Sources: 225 - IDEA B, Preschool SpEd - 10681.00					
12) KWE will utilize resources to support teachers and students to meet academic, behavior, and social/emotional goals.	Principal, Assistant Principal, Assistant Supt., CFO	Progress towards academic achievement.				
Targeted Support Strategy 13) KWE will provide effective tools to teachers with the intent of increasing student achievement.	Principal, Asst. Principal, Instructional Support Specialist, CFO, Asst. Supt.	Increase student achievement				

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

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

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

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will be identified as at-risk using the State Compensatory Education criteria.	Principal; Counselor; Teachers; Asst. Supt.;CCT; Professional Interventionist	PEIMS; STAAR; Benchmarks;Common Assessments				
2) Identified at-risk students will have special tutoring and response to intervention activities to address areas of weaknesses so that the students will demonstrate academic progress.	Asst. Supt.; Elem. Curr. Specialist; Dir. of Sp.Ed.; Principal; Teachers; CCT; Interventionists	Weekly Tests; Progress Reports; Benchmarks; Common Assessments; STAAR, Eduphoria AWARE				
3) KWE will continue to implement the ESL program to focus on classroom support for ESL students.	Asst. Supt.; Principal; ESL 12 (SSA); ESL Facilitator.; Classroom Teachers	Program Reports; Progress Report; PEIMS; Benchmarks;Common Assessments; TELPAS; AWARE				
Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 2700.00						
4) Kline Whitis will provide academic support for struggling learners and increase student engagement, through the use of interventionist support personnel (Interventionists and Intervention paraprofessionals), and a partially funded Instructional Specialist.	Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel	District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results.				
Funding Sources: 211 - Title I, Part A - 166250.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Provide targeted supplemental sensory motor lab time to address attentional and behavioral intervention for any student demonstrating the need or who is at risk of school failure.	Principal, CC Team, DOSS staff, teachers	Weekly Observations; Common Assessments; CCT data; STAAR Data; AWARE				
6) Special needs of homeless students will be met by providing help and assistance so that each student can be academically successful.	Homeless Liaison; Principal; Teachers; Counselor; Office Staff; Nurse	PEIMS; Surveys; Observations				
7) Special population students including Dyslexic, Special Education, and Section 504 students will be monitored and will be provided with enrichment/RTI activities as needed to ensure academic progress.	Elem. Curr. Specialist; Principal; Teachers; Sp.Ed. Teachers; Dyslexia Mentor; Asst. Supt.; Interventionists	Weekly Tests; Nine Weeks Tests; Benchmark Test; Common Assessments; AWARE				
Funding Sources: 199 - General Fund - SPED Allotment 23/33 - 392699.00, 224 - IDEA B, Formula SPED - 240754.00						
8) Provide targeted supplemental instruction to address specific deficits for any student who is at risk of school failure, to include dyslexia, 504, students with special education disabilities, as well as students within the RTI System.	Principal; Teachers; Counselor; CEI teacher; Interventionists	Weekly; Semester Observations; Benchmarks; Common Assessments; AWARE				
9) KWE will use 'iStation' as a universal screening tool to enable the CCT to make informed decisions about which students to select for intervention in Tiers 2 and 3, as well as to progress monitor students identified in need of intervention.	Principals, Professional interventionists, counselors, DOSS, teachers	Progress monitoring data				
10) Work with the ESC region 12 in the implementation of the seven areas of focus in regards to Migrant students: 1) Identification and Recruitment 2) Parental involvement (Parent certificate) 3) Migrant Services Coordination 4) Services Provided 5) Form (English/Spanish) 6) Monitoring (Programs & Retention) 7) Intervention Strategies *Priority of Services Action Plan	Counselor; PEIMS clerk; Principal: ESC XII	Annual Performance Report; Migrant Application/Form Required				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
11) Kline Whitis 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, Kline Whitis will maintain an ongoing process to identify at-risk students and address their educational needs via educational support personnel and supplemental programming.	Principal, Intervention staff members, teachers, counselors	Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports				
	Funding Sources: 199 - General Fund - SCE Allotment 24/28/30 - 122666.00					

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

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All KWE teachers will receive district provided training as well as workshops provided by the Education Service Center, to ensure intentional rigor across all subjects (to include Daily 5 training).	Superintendent; Asst. Supt.; Principal. Instructional Specialist	Adequate progress on STAAR; AWARE Data				
2) KWE will facilitate academic progress for gifted and talented students through the development of higher level thinking strategies.	Principal, Assistant Principal,GT Coordinator, and Classroom Teachers	Progress at Level 3 on STAAR				
Funding Sources: 199 - General Fund - GT Allotment 21 - 16414.00						
3) KWE staff will utilize the research based instructional strategies and principles promoted through district level training to provide engaging lessons to ensure academic progress for all students.	Supt.; Asst. Supt.; Curriculum Specialist, principals, teachers, instructional specialist	STAAR DATA, Walk Through Reports				
4) KWE will designate teachers from various grade levels to serve on committees that create district assessments to further ensure cohesive curriculum alignment to state standards.	Curriculum specialist, principals, teachers	Common Assessment/ Benchmark scores; Eduphoria, STAAR data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE will set the purpose for learning using real world connections to foster life applications.	Principal, Asst. Principal, Classroom Teacher; instructional specialist, counselor	T-TESS Observations; Teacher surveys and feedback; Student and Parents surveys and feedback; Walk Through Reports				
Funding Sources: 199 - General Fund - Community Services 99 Undistr - 60816.00						
2) KWE will offer UIL, Robotics, Field Trips, and other extracurricular opportunities to students in order to supplement student learning experiences.	Principal, Asst. Principal, Classroom Teacher, UIL Campus Coordinator, Robotics Coach	Supplement and enhance student learning experiences.				
Funding Sources: 199 - General Fund - Extracurricular 99 Undistribu - 15874.00						

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

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

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

     Evaluation Data Source(s) 3:

     Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will access and utilize TRS online and use the Time-line (YAG) and IFD template to drive instruction.	Asst. Supt.; Instructional Specialist; Principal; Asst. Principal; Teachers; Technology, Elem.Curr. Coordinator., instructional specialist	Observations; Lessons; Benchmark Tests; STAAR, Benchmark Test; Common Assessments, Walk Through Reports				
2) Administrative team, including Instructional Specialist, will promote and progress monitor curriculum alignment through walk-throughs to ensure campus' vertical and horizontal alignment to TRS and TEKS.	Asst. Supt.; Principal; Asst. Principal; Instructional Specialist	Walk Through Reports, observations				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

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

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE teachers will participate in an overview of the Daily 5, in which teams will edit the scope and sequence for each grade and subject to emphasize the essentials for student expectations (Essential Safety Nets).	Superintendent for Curriculum, Elem. Curr. Specialists, principals, teachers	Progress on STAAR				
2) KWE will support staff development opportunities to train teachers in research-based instructional strategies at all levels through district provided and Education Service Center professional development sessions in order to ensure the delivery of engaging lessons at a higher level of rigor.	Asst. Supt.; Elem. Curr. Specialist; Principal; Interventionists;Teachers; ITs; instructional specialist	Lesson Plans; Registration Form; Teacher Survey; Eduphoria Aware; Walk Through Reports				
3) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department; ESL facilitator	Class Schedules; Student STAAR; HQ Report to NCLB; Observations; ethnicity balance on class rosters				
4) KWE will provide staff development to improve understanding/implementation of Positive Behavior Interventions & Support (PBIS) to ensure that all students are prepared to learn.	Principal, CC Team, DOSS, Curriculum Specialist	Discipline Referrals, Teacher Surveys				
5) The percentage of teachers receiving high-quality professional development will meet 100% by end of 2019-20.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations; Eduphoria				
Funding Sources: 199 - General Fund - Staff Development 99 Undistri - 8150.00						
6) KWE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Class Schedules; Student STAAR; HQ Report to NCLB; Observations;TEKS Resource System Time-lines, Mentor Meeting Dates				
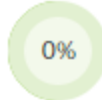
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
7) KWE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT) referrals and procedures.	Asst. Supt.; Principal; Special Ed. Staff; Counselor; Child Centered Team (CCT)	Observations; Student STAAR; TEKS Resource System Time-lines; DOSS referral data ; grade level meeting minutes, student tracking binders, intervention staff meetings, progress monitoring data.				
8) KWE will provide opportunities for teachers to observe exemplary teaching and classroom management strategies through peer classroom observations to improve instruction.	Principal, assistant principal, instructional specialist	Progress on T-TESS and Walk Through Reports				
9) Campus Instructional Specialist will train core-subject teachers, to include ESL facilitator and SpEd teachers, on specific research-based academic strategies.	Superintendent of Curriculum, Principals, Instructional Specialist	Progress on T-TESS walk-throughs, observations, and walk through reports.				

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

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will provide counseling and offer up-to-date information relating to various careers.	Principal; Counselor; Teachers	Counseling Log; Student Surveys; Observations				
Funding Sources: 199 - General Fund - Guidance & Counseling 99 Undi - 73227.00						
2) KWE will continue to integrate career and occupational instruction through special days such as Ag Day, Family Nights, and Future Fridays.	Principal; Counselor; Family Night Comm.; Teachers	Lesson Plans; Surveys; Observations				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

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

Performance Objective 6: By May 2020, LISD campuses containing K-8 will implement programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate to vigorous physical activity.	Asst. Supt.; Principal; Asst. Principal; Teachers; PE teacher	Observations; Staff Development: Fitness Gram data				
2) All students in grades 3-5 will have a physical fitness assessment conducted at least once a year.	Asst. Supt.; Principal; Teachers; Nurses; PE teacher	FitnessGram Statistical Data; TEA Reporting on State Averages				
3) KWE will maintain and update on a regular basis a district Wellness Policy.	Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health	Bi-Annual Audits; Yearly Reviews				
4) KWE 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.	Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community	Surveys; Student Evaluations and Testing; School Health Index; District SHAC				
Funding Sources: 199 - General Fund - Health Services 99 Undistribu - 39683.00						
5) KWE will continue to seek and purchase innovative equipment, furniture and learning helps to support student physical, social and emotional development. (Ex: bitty bottoms, standing desks, fit desks, spinners, cone seating)	Principal, DOSS staff, Counselor, CCT	Fitness Gram Data, CCT data				

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

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dropout prevention strategies will be provided at KWE for all at-risk students.	Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal	Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades				
2) The importance of good school attendance for all populations (ESL, Migrant, homeless, dyslexia, special education, GT and at-risk) will be stressed through announcements, parent orientation, newsletters and conferences.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Nine Weeks & Semester attendance data				
3) KWE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk; Nurse	Nine Weeks & Semester attendance data				
4) Through community, PTA and parent support, KWE recognizes good school attendance by rewarding students with donated prizes and recognizing them in 9-weeks, semester, and end of year awards ceremonies.	Principals, PEIMS clerk, teachers, PTA president, PTA members	Attendance data				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention.	Asst. Superintendent; Principal	Sign-Ins				
2) Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments.	Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Staff Development; Surveys; Observations				
3) KWE will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; Behavior Specialists; Counselor	Staff Development; Surveys; Observations; PEIMS				

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

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

Performance Objective 3: In 2019-2020, a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

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

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE will continue to support and be a safe and drug-free school/community by providing drug education training for all students.	Principal; Teachers; Asst. Principal; Counselor; Asst. Supt.	PEIMS; Discipline Reports; Counseling Logs; Observations				
2) Red Ribbon Week will be observed with activities, speakers and classroom lessons to show and teach students about the dangers of all drug use.	Principal; Teachers; Counselor; Asst. Principal; Instructional Specialist; Central Texas Council for Alcohol and Drug Abuse	Lesson Plans; Surveys; Observations; Discipline Referrals				
3) School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties.	Principal; Counselor; LSSP; Behavior Support Staff	Surveys; Observations; Discipline Referrals				
4) Implement bullying prevention programs and instruction to all students.	Principal; Counselor, teachers	Observation and documentation of reported incidents.				
5) 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 and Open Eye Monitoring.	Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.	Self-evaluations; Observations; Surveys				
Funding Sources: 199 - General Fund - Security & Monitoring 99 Undi - 35020.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) KWE will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.	Superintendent; Asst. Supt.; Principal; Teachers; District CFO; SRO	Surveys; Staff Development; Plans; Observations; Grade level and faculty meeting minutes				
7) KWE will update the Crisis Management Plan using the Standard Response Protocol, in order to ensure a safe and disciplined environment conducive to learning.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; SRO	Staff Development; Surveys; Observations; PEIMS				
8) KWE will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal aggression, harassment, abuse, bullying, and suicide in schools, on school grounds, and in school vehicles.	Superintendent, Asst. Superintendent, Principal, Asst. Principal, Teachers, Behavior Specialists, Counselor	Documentations of program plans				
9) KWE will work to maintain and improve the physical campus, grounds, and acquire resources to provide an efficient and safe working environment for students and staff.	Superintendent, Asst. Superintendent, Principal, Asst. Principal, Director of Maintenance and Staff	Maintain a safe school building/property.				
	Funding Sources: 199 - General Fund - Facilities Maintenance & Oper - 222073.00, 199 - General Fund - Instruction 99 Undistributed - 6800.00					

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

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

Performance Objective 4: All instructional personnel will attend staff development on discipline intervention strategies and effective classroom management techniques.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff members will receive ongoing information through article reviews, CCT meetings, grade level meetings and faculty meetings to discuss new discipline strategies and positive behavior supports.	Principal, assistant principal, counselor	Decrease number of students receiving office referrals, and the number of students needing behavior intervention.				
2) Staff members will receive instruction in how to implement Positive Behavior Intervention & Supports (PBIS).	Principal, assistant principal, counselor, BIC teacher, special ed staff	Reduced numbers of students acting out.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
Funding Sources: 199 - General Fund - Basic Education 11 - 1271825.00, 199 - General Fund - Pre-K 32 - 65330.00, 199 - General Fund - Early Education Allotment 36 - 70000.00						
2) KWE will recruit, retain, and support teachers and paraprofessionals through increasing the percentage of staff receiving high-quality professional development to meet 100% by end of 2019-2020.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations;				
3) KWE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; Elem. Curr. Specialist; Principal; Human Resource Department; Mentor Teachers	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
4) The percentage of core academic subject area classes taught by highly qualified teachers on campus will meet 100% by end of 2019-2020 school year.	Superintendent; Asst. Supt.; HR Department, principal	Class schedules; STAAR data; HQ report to NCLB; Observations				
5) KWE staff will receive walk-throughs by school leadership on a regular basis to monitor student progress and teacher fidelity to district curriculum.	Principal; Asst. Principal; Curriculum Specialist	Walk-through documentation;				
Funding Sources: 199 - General Fund - School Leadership 99 Undistri - 253245.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) KWE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).	Principal; Special Ed. Staff; Interventionist; Child centered team	Number of referrals; percentage of qualifying referrals; Grade level meeting minutes				
7) KWE will provide opportunities for teachers to observe exemplary teaching and classroom management strategies through peer classroom observations to improve instruction.	Asst. Supt., Principal, Asst. Principal, Instructional Specialist	Class schedules; STAAR data; HQ report to NCLB; Observations				

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

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress.	Principal; Teachers; Asst. Supt.; Technology	Signed Documents; Surveys; Observations; Attendance Sheets				
2) A campus newsletter will continue to be provided to all parents, as well as communication about school events will be provided in both English and Spanish.	Principal; Teachers; Asst. Supt.	Signed Documents; Surveys; Observations; Attendance Sheets; PTA Attendance Data				
3) Through a variety of methods, inform parents and families in the area of parent involvement, policy, best practices and program requirements for the Title 1 program. A yearly review of Title 1 requirements will be provided to parents.	Principal; Teachers; Asst. Supt.;Family Night Coordinator	Signed Documents; Surveys; Observations; Attendance Sheets; PTA Attendance Data				
4) KWE will provide incentives to encourage attendance at Family Nights for all populations.	Principal; Librarian; ESL Teacher; GATE Teacher	Attendance Sheets; Incentives Received				
5) Parents will be able to access individual student grades and other educational information by using Family Access and the District and campus Home Pages.	Teachers; Office Staff; Technology; Instructional Technologist	Data from Technology				
6) KWE will offer an ESL Night, in coordination with the district, to target families of LEP students, and offer incentives for families to attend	ESL teacher, Principal	Attendance sheets: incentives received				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
7) KWE will encourage parent participation and attendance in PTA meetings to help service and support students.	Principal, Asst. Principal	Sign-In sheets				
8) KWE will coordinate with the school district to offer "Kindergarten Round-Up" to reach out to parents, Head Start participants, and FBC Pre-K/K. Tours are also set up for incoming students from these organizations, and individuals upon request.	Asst. Supt, Principal, Asst. Principal, Instructional Specialist.	Registration lists, tour calendar, sign-in lists.				

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

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

Performance Objective 2: Offer training to all LISD families.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE will provide incentives to encourage attendance at Family Nights and for Partnering with Parents training for all populations, as well as for the district ESL Night.	Principal; Family Night Comm.; ESL Teacher, Counselor, Asst. Supt.	Attendance Sheets; Incentives Received				

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

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
1) Through district participation in the Community Resource Coordination Groups (CRCG), KWE will maintain open communication between LISD and local government agencies.	Principal, Counselor, District personnel	Communication between district and local government agencies.				
2) Participate in Texas Homeless (THEO) Education Office trainings to provide support to students qualifying under the McKinney-Vento Act.	Asst. Superintendent; Counselors; Campus PEIMS clerks	McKinney-Vento Student Residency Questionnaire				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

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

Evaluation Data Source(s) 1: STAR Chart Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will continue to increase integration of technology to include Smart Boards, mobile labs, iPads, response systems, and Chromebooks in the delivery of instruction and in student use of technology in learning activities.	Asst. Supt.; Elem. Instructional Technologist; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Common Assessments, Benchmark Tests; STAAR				
2) 5th grade teachers will implement 1:1 use of Chromebooks in alignment with the LISD technology initiative in order to increase instructional rigor, while developing digital learners.	Superintendents, Curriculum specialists, principals, teachers	Observations, input from stakeholders, STAAR progress measure				
3) Teachers will integrate educational programs (Learning.com, Pearson, Waterford, I-Station, Think Through Math, AR, Brain Pop) into instructional times to provide a variety of opportunities for students to access technology and enhance learning.	Asst. Supt.; Instructional Specialist; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Benchmark Tests; STAAR				
4) Teachers will work with students and parents to initiate the online Accelerated Reading (AR) program to help foster continued reading (in-school and at home) for all students.	Principal, Asst. Principal, Classroom Teachers, Librarian, Library Assistant	Feedback and data from the AR program; Input from students, parents, and teachers				
Funding Sources: 199 - General Fund - Library 99 Undistributed - 70161.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

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

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

Evaluation Data Source(s) 2: Eduphoria Staff Development Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) KWE teachers will utilize a variety of technology trainings throughout the school year and specific mandatory trainings will be offered periodically on campus and within the district.	Principal, Assistant principal, IT, Instructional Specialist, Librarian, Classroom teacher.	T-TESS, Eduphoria				
	100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue		

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

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

Evaluation Data Source(s) 1: Child Nutrition Department, Department of Finance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	LISD Child Nutrition Department, LISD Finance Department					
	Funding Sources: 240 - Child Nutrition - 232368.00					

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	10	KWE will provide an after school Science Academy to 5th grade students in order to demonstrate progress on Science STAAR. This is intended to address Science performance targeted sub-populations.

State Compensatory

Personnel for Kline Whitis Elementary School:

Name	Position	Program	FTE
Brittney Harper	Intervention	Compensatory Program	1
Connie Perkins	Intervention Assistant	Compensatory Education	1
Linda Carpenter	Intervention Assistant	Compensatory Education	1
Shante Seward	Intervention Assistant	Compensatory Education	.17
Stephanie VanLiew	Intervention Assistant	Compensatory Education	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Information was compiled and the CNA was conducted on Sept. 17, 2019 at the CSBD Meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CSBDM meeting convened at 3:35pm with 11 members present. Mr. Graham led the meeting. New members were introduced and the purpose of the committee was reviewed. Old minutes were reviewed.

- Committee members in attendance were informed of the Value and Utility of Parent Involvement and ways the school could involve parents more. Different ideas were discussed, including special events, social media integration, and utilization of Facebook LIVE.

- The committee reviewed the results of the Campus Needs Assessment by staff. Additional input from the committee was sought, which will be included in the updated CNA. The recent changes to the CIP were in alignment with the CNA. Campus budget was tied to CIP strategies this year.

2.2: Regular monitoring and revision

The CSBDM reviews and revises the CNA as necessary. Campus administration completes regular progress monitoring to check for strategy attainment towards meeting goals. Students at-risk of not being successful are identified by teachers using data and are discussed at campus Child Centered Team meetings, which are held at least monthly. At-risk students needing intervention services in the areas of Reading and Math receive this through the daily Power Hour andtheir progress is monitored throughout the year. Tier 2 & Tier 3 students may receive pull-out services delivered by an interventionist, while Tier 1 students are addressed with their grade level teachers during Power Hour.

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

Campus communications delivered through BlackBoard Messenger are delivered in the parents' recognized language.

2.4: Opportunities for all children to meet State standards

Students are identified through the Child Centered Team as being in need of intervention services and receive prescriptive small-group instruction during the Power Hour. Students are monitored for progress towards meeting State standards through various means including iStation, common assesments, and benchmarks. After-schoool tutorials are offered as needed throughout the school year.

2.5: Increased learning time and well-rounded education

After-schoool tutorials are offered as needed throughout the school year. UIL, Robotics, and Marathon Kids are offered as well.

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

Students at-risk of not being successful are identified by teachers using data and are discussed at campus Child Centered Team meetings, which are held at least monthly. At-risk students needing intervention services in the areas of Reading and Math receive this through the daily Power Hour andtheir progress is monitored throughout the year. Tier 2 & Tier 3 students may receive pull-out services delivered by an interventionist, while Tier 1 students are addressed with their grade level teachers during Power Hour. After-schoool tutorials are offered as needed throughout the school year. UIL, Robotics, and Marathon Kids are offered as well.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Title I Parent & Family Engagement Policy was initially developed with the assistance of the CSBDM and is revised annually at the Spring CSBDM meeting. It 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 October KWE PTA Meeting.

3.2: Offer flexible number of parent involvement meetings

CSBDM meetings are held once per semester. PTA meetings are held at least 4 times per semester.

Title I Personnel

Name	Position	Program	FTE
Brittney Harper	para interventionist	Title 1	1.00
Christi Hairston	KWE Interventionist	Title I	1.00
Sherrie Berry	Elementary Curriculum Specialist	Title I	.24
Stephanie Rutland	KWE Interventionist	Title 1	1.00

Plan Notes

ESL Targeted Areas of Improvement

Kline Whitis Elementary

2018-2019

1. **Reading**

    1. Goal: Improve reading scores by 5%
    2. Strategies:

    1. Increase focus on teaching academic vocabulary in content areas
    2. Provide classroom teachers with ESL strategies to teach vocabulary
    3. Monitor student growth through Lexia Learning (technology use)
    4. Implement AR reading accountability system
    5. Provide books for home reading
    6. Provide modeling of reading at home for parents (ESL Night
    8. **Writing**
    9. Goal: Increase written responses from student
    10. Strategies:
    11. A. Provide a learning statement stem each day. Ex: Today I learned_____.
    12. B. Include complete sentence writing on worksheets responses
    13. C. Provide opportunities for student to create extended written responses in classroom projects
    15. **3. Family Involvement**
    16. Goal: Increase family participation in school work.
    17. Strategies:
    18. A. Provide ESL Family Night Workshops
    19. B. Conduct parent/teacher conferences on a regular basis
    20. C. Maintain open line of communication with classroom teacher, student, and parents through consistent contact.
    21. **4. Student Commitment**
    22. Goal: Develop a Method to encourage student motivation in their school progress
    23. Strategies:

24. Provide Student/Teacher Contract
25. Conference with each student (2nd – 5th) to set goals.
26. Track Student Progress and make adjustments
28. **<u>Attendance</u>**
29. Goal: Increase student attendance
30. Strategies:
31. A. Provide research showing the impact of poor attendance on success to parents (ESL Nights)
32. B. Develop a reward system for improved attendance for each student.
33.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Wes Graham	
Non-classroom Professional	Abby O'Hair	Assistant Principal
Classroom Teacher	Kristi Denis	Kindergarten
Classroom Teacher	Magan Vann	1st grade
Classroom Teacher	Hannah Smart	2nd grade
Classroom Teacher	Kristine Graham	3rd grade
Classroom Teacher	Joy Sladek	4th grade
Classroom Teacher	Jeri Batchelor	5th grade
Community Representative	Loretta Goodpaster	
Community Representative	Sarah Sultemeir	
Business Representative	Grant Barkey	Kona Ice
Business Representative	Michael Clark	Big Kahuna Fundraising
Parent	Ashley Reza	
Parent	Katrina Kothmann	
Non-classroom Professional	Tammy Burks	

Campus Funding Summary

<table>
<tr><td colspan="6">199 - General Fund - Basic Education 11</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$1,271,825.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$1,271,825.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$1,271,825.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - GT Allotment 21</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>2</td><td></td><td></td><td>$16,414.00</td></tr>
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<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$16,414.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - SPED Allotment 23/33</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>7</td><td></td><td></td><td>$392,699.00</td></tr>
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<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - SCE Allotment 24/28/30</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>2</td><td>11</td><td></td><td></td><td>$122,666.00</td></tr>
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<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$122,666.00</td></tr>
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199 - General Fund - SCE Allotment 24/28/30

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

199 - General Fund - Bilingual/ESL Allotment 25

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$2,700.00
				Sub-Total	$2,700.00
				Budgeted Fund Source Amount	$2,700.00
				+/- Difference	$0

199 - General Fund - Pre-K 32

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			$65,330.00
				Sub-Total	$65,330.00
				Budgeted Fund Source Amount	$65,330.00
				+/- Difference	$0

199 - General Fund - Early Education Allotment 36

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			$70,000.00
				Sub-Total	$70,000.00
				Budgeted Fund Source Amount	$70,000.00
				+/- Difference	$0

199 - General Fund - Instruction 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	9			$6,800.00
				Sub-Total	$6,800.00
				Budgeted Fund Source Amount	$6,800.00
				+/- Difference	$0

199 - General Fund - Library 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4			$70,161.00
				Sub-Total	$70,161.00
				Budgeted Fund Source Amount	$70,161.00
				+/- Difference	$0

199 - General Fund - Staff Development 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			$8,150.00
				Sub-Total	$8,150.00
				Budgeted Fund Source Amount	$8,150.00
				+/- Difference	$0

199 - General Fund - School Leadership 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			$253,245.00
				Sub-Total	$253,245.00
				Budgeted Fund Source Amount	$253,245.00
				+/- Difference	$0

199 - General Fund - Guidance & Counseling 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			$73,227.00
				Sub-Total	$73,227.00
				Budgeted Fund Source Amount	$73,227.00
				+/- Difference	$0

199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	4			$39,683.00

199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$39,683.00
				Budgeted Fund Source Amount	$39,683.00
				+/- Difference	$0

199 - General Fund - Extracurricular 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			$15,874.00
				Sub-Total	$15,874.00
				Budgeted Fund Source Amount	$15,874.00
				+/- Difference	$0

199 - General Fund - Facilities Maintenance & Oper

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	9			$222,073.00
				Sub-Total	$222,073.00
				Budgeted Fund Source Amount	$222,073.00
				+/- Difference	$0

199 - General Fund - Security & Monitoring 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	5			$35,020.00
				Sub-Total	$35,020.00
				Budgeted Fund Source Amount	$35,020.00
				+/- Difference	$0

199 - General Fund - Community Services 99 Undistr

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			$60,816.00
				Sub-Total	$60,816.00

199 - General Fund - Community Services 99 Undistr					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$60,816.00
				+/- Difference	$0

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$166,250.00
				Sub-Total	$166,250.00
				Budgeted Fund Source Amount	$166,250.00
				+/- Difference	$0

224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7			$240,754.00
				Sub-Total	$240,754.00
				Budgeted Fund Source Amount	$240,754.00
				+/- Difference	$0

225 - IDEA B, Preschool SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$10,681.00
				Sub-Total	$10,681.00
				Budgeted Fund Source Amount	$10,681.00
				+/- Difference	$0

240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$232,368.00
				Sub-Total	$232,368.00
				Budgeted Fund Source Amount	$232,368.00

240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0
				Grand Total	$3,376,736.00