Lampasas Independent School District

Lampasas High School

2019-2020 Campus Improvement Plan

Mission Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

LHS has additional targets on two sub-pops in Math - Hispanics and Whites. Our strategy and plan to address this situation is to hire a part-time Math Interventionist to counter these two sub pops and an Early College Prep Coach to help with CCMR.

Demographics

Demographics Summary

Student Information	Count	Percent	District	State
2018				
Students by Grade				
Grade 9	252	25.00%	7.6%	8.00%
Grade 10	243	24.1%	7.3%	7.4%
Grade 11	265	26.3%	7.9%	6.9%
Grade 12	248	24.6%	7.4%	6.4%
Ethnic Distribution				
African American	23	2.3%	2.5%	12.60%
Hispanic	257	25.5%	24.9%	52.4%
White	663	65.8%	63.9%	27.8%
American Indian	7	0.7%	0.7%	0.4%
Asian	11	1.1%	0.8%	4.4%
Pacific Islander	6	0.6%	0.7%	0.1%
Two or More Races	41	4.1%	4.5%	2.3%
Economically Disadvantaged	418	41.5%	47.9%	58.80%
Non-Educationally Disadvantaged	590	58.5%	52.1%	41.20%
English Language Learners (ELL)	16	1.6%	3.3%	18.8%
Students w/Disciplinary Placements (2015-2016)	26	2.4%	1.1%	1.3%
At-Risk	329	32.6%	41.6%	50.8%
Mobility (2016-2017)	131	12.0%	14.1%	16.0%

Demographics Strengths

1. Defines our special needs students, so we can aid them in being successful and graduating from high

school.

2. Data gives us insight to student needs in each subject area so we can improve instruction and learning opportunities for all students to be successful in the courses.

3. Understanding what classes our students are taking will help with planning course offerings for the following year and staffing of those courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As with the trend in the rest of the state, the economically disadvantaged population is increasing. **Root Cause**: Could be that more lower middle class families are moving into our area.

Student Achievement

Student Achievement Summary

Summary of EOC Report as of 7/10/19

Algebra 1- 76% approached standard; 46% met standard; 17% mastered standard **(State Average 76%)**

Biology- 89% approached standard; 66% met standard; 31% mastered standard **(State Average 87%)**

US History- 96% approached standard; 78% met standard; 45% mastered standard **(State Average 92%)**

English 1- 75% approached standard; 57% met standard; 15% mastered standard **(State Average 65%)**

English 2- 82% approached standard; 57% met standard; 12% mastered standard **(State Average 67%)**

SAT/ACT Average Scores

	Reading	Math
Class of 2017 (SAT)	538	518
State Average	512	507
	Composite	
Class of 2017 (ACT)	21.8	
State Average	20.3	

Assessment of data:

- The campus performed above state in all subjects except algebra where we were just 3% behind the state.
- Sub-populations of Econ-Dis and SPED are performing well but still show a gap with the remainder of the student population.
- Students mastering standard in English need to show improvement to continue to attain distinction.
- The national testing data indicates our students are performing well. However, an increase in participation will help as long as those students are seeking a four year post-secondary institution.

Student Achievement Strengths

1. Gains in student achievement.

2. STAAR test scores above the State average in all but one area.

3. Increase in the number of students participating in SAT and ACT testing

4. We are testing all students during the school day that want to take the ACT. Seniors in the Fall and Juniors in the Spring.

5. Distinction awards on the State accountability ratings

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: No distinction was earned in science or math. **Root Cause**: Students not fully understanding the SAT/ACT and AP test leading to low participation counts in those areas.

School Culture and Climate

School Culture and Climate Summary

Faculty:

How do you describe the school climate?

According to school surveys (Bright Light & self-developed), LHS has a positive overall climate. The faculty and staff are friendly, encouraging, supportive, and student centered.

How would you describe attitudes, respect, relationships, belonging, support, etc?

Student involvement in an extracurricular activity or group out side of the normal classroom fosters better attitudes, stronger relationships, and a better sense of belonging with mutual support. Students not involved in activities or groups, probably miss out on this very important supportive aspect of the high school experience. Most school personnel have positive attitudes, which in turn leads to better respect and relationships between faculty members. Many have the feeling of belonging and support from department members and the administration.

To what degree do you as a staff member feel physically safe?

Staff members seem to feel extremely safe. They trust the principals and other staff members to step in if any needs arise. They know that safety measures have been put in place to handle emergencies that might arise during the school day.

What are your perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

The facilities at LHS add to the overall culture and climate of the school in a positive way. The school always looks nice and clean, and most who attend here want to keep it that way.

How do teachers have a voice in decision making and school policies?

Our staff does have campus meetings, department meetings, as well as emails from our principal asking for staff input on certain issues. Faculty and staff are asked for our input on numerous occasions throughout the school year. We have a voice through the district site based committee, campus site based committee, and the ability to talk with school administration on a personal level when needed.

What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Teachers many times are part of a committee who develop bench-mark tests to assess the students learning. Teachers are asked for input by the RTI group when reviewing a student's need for special services. Teachers attend student ARD meetings for will fill out a report on the student's performance in the class. In the classroom teachers have the freedom to use what ever means they want for assessing the student's progress in their class. We also have starte 1/2 Day Departmental Meetings, so we can develop and access our common assessments. These 1/2 Departmental Meetings allow the core teachers to collaborate and plan.

Student response:

How do you describe the school climate?

Orderly it seems very business like.

How would you describe attitudes, respect, relationships, belonging, support etc?

Student body needs to be more enthusiastic and more involved in the opportunities of the school. Most students involved in school activities have better attitudes and are more respectful of teacher and other students. Many students who are not a part of one of the activities, feel like they don't belong or are distant from others.

To what degree do you as a student feel physically safe?

Most students feel very safe at this school with the campus locked down and procedures in place to protect their safety.

What are your perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate of the school?

The school is kept very clean and neat at all times. The hall walls are pretty bare and could use some decor to make them look nicer when class projects are not hanging for display.

Do school committees and decision making bodies make it easy for students to be heard and, in turn, for all groups involved to be a part of the solutions to identified problems?

Our student organizations are involved and allow students to be involved and have a say in our school. The administration is open to new ideas from our student body.

School Culture and Climate Strengths

1. Excellent facilities and technology

2. Community involvement

3. Diversity of activities

4. Safe learning environment

5. Student Involvement

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have more younger students who seem disconnected. **Root Cause**: No involvement in student activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lampasas High School Staff has experienced changes since 2018-2019. The campus has added new programs in the CTE department which have seen the greatest area of change in personnel.

The district has established an excellent support system for all teachers. Mentor teachers are working with new staff members as well as the campus instructional specialist and administration.

We have allowed the teachers to attend workshops that help them in learning new ideas.

The campus administration will provide needed feedback to teachers as all walkthroughs are conducted. Teachers are encouraged to continue their education with training and professional development.

Staff Quality, Recruitment, and Retention Strengths

1. Excellent classroom technology

2. Outstanding staff training opportunities

3. Successful programs in many areas helps to retain, as well as recruit, new staff

4. LISD has a comprehensive mentoring program to provide new teachers needed support

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: LHS has experienced turnover in staff that has had advanced training. **Root Cause**: Teachers that want to take on advanced training are the ones who continue to seek and take on leadership rolls in other districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

The curriculum in TRS was developed to meet all the requirements of the TEKS and covers the material that needs to be covered in the grade level under state guidelines.

How is data used to inform curriculum, instruction, and assessment decisions?

When the results of the state testing returns to the school we review the test and see what areas the students did poorly in to make sure we are covering that material properly and if needed, look at other ways of presenting the information for student success in learning the material. We also give the core departments collaboration days that will allow them to develop, administer, and assess the common assessments. We find our weaknesses and strenghts and apply that to our needs assessment plan and strategies.

What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?

The majority of students are successful on the state testing on the material students are learning and responsible to understand. Many students need more of a challenge so we offer them Pre-AP classes to give them the opportunity to be more informed and working at a higher level of rigor. Some students are at the level of being able to advance to the AP course and be successful at the college level. For the student who struggles, we have tutoring and mentoring programs to help them meet the requirements set by the state.

How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

The curriculum and assessments we are using presently, are directly tied into the state TEKS. The state standards are aligned with the 21st Century Learning Skills. The development of an improved CTE program is also being fostered. Our CTE students will follow a coherent course sequence.

What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?

We are continuously reviewing our student success and evaluating our teaching and assessments to make sure our students are being successful on state mandated testing. We review and look into current information sent out from TEA to make sure we are in compliance with state guidelines for student performance requirements.

How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this

across the district/school? What is the impact on specific student groups?

We have setup classes for special needs students to help them become successful in areas where they are weak in a subject matter. In these classes they are continuously working on the required TEKS but at a slower and easier to follow pace to help them build their skill level in that area. Most of the students are very successful in the general education classes and show the knowledge and skills to be successful on state assessments. By state assessment time the majority of our students are ready and successful at meeting the state challenge and passing the test.

What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?

The majority of students we have involved in the intervention classes are very successful with learning the materials and skills and perform at or above standard on the state assessments. As they progress through high school they are better able to meet the standards without having the intervention in the later years of high school. This program also helps us to know which students learn in different manners so we can address their learning style in the classroom to help improve their success.

How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?

If the classroom lesson is designed with the student involved, this will keep their interest in the material and the more involved they are the more they will be inclined to ask questions and deepen their learning level. As teachers use the higher levels of Bloom's taxonomy it will rise the level on learning the students are achieving in the classroom and ability to solve the problems presented in the class. They are not just note takers but learners who are involved in the learning process with input. The lessons must also have a tie to their lives to give validity to the material they are require to learn this way they see how it will affect their lives in the present and the future.

Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

Each day in the classroom student expectations are listed as to what should be learning in the lesson for the day. Classroom liaisons are present to verbally share with all guests to the classroom. At the end of the class a short review to see if the students have successfully learned the expectations for the day will be taken to see if the material needs to be retaught. If there is not a positive show of understanding of the material, then we need to look at the lesson and make changes to the presentation to make sure it is useful to help the students learn the materials being presented for understanding.

How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

The assessment are all based off of the TEKS and materials that will be tested by the state for the understanding of the material for the subject matter the

students are studying. Many of the questions are ones that have been developed by the state for testing student's understanding of the material. The students see the assessments used by their teachers as stepping stones to the type of questions that they will be required to answer on the state assessment. The tests given during the school year can be used as study guides for the state testing with both higher and lower level questioning.

How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

The assessment of student understanding is given to all students in the grade level. This is used to give the school a picture of the general student population ability to be successful with the knowledge of that particular area of the subject matter that is being tested. If the results are not what is required, then a review of the test or of how the material is being presented will be done to make sure the learning is taking place and the students can be successful.

Curriculum, Instruction, and Assessment Strengths

1. TRS curriculum

2. Common assessments for all students

3. Staff training on instructional strategies

4. LISD Professional development program offers choices for staff to tailor their training to individual needs

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need to improve our coherent sequence of courses in CTE. **Root Cause**: Getting course selection from students in a timely manner to appropriately place them in classes.

Parent and Community Engagement

Parent and Community Engagement Summary

Community and Parent Involvement

- Lampasas High School (LHS) has a Career and Technology Education (CTE) Advisory Board made up of CTE faculty, administrators, parents, student, and industry professionals that advises, assists, supports and advocates for CTE. Members share their expert knowledge of the career tasks and competency requirements for specific occupations.
- LHS students participate in the Lampasas County Stock Show.
- LHS Health Science II students work with a variety of clinical sites to provide observation and hands-on experiences. Examples of clinic sites include 2 Veterinary Clinics, Dialysis Clinic, Family Medicine, Rollins Brook Hospital, 2 Dental Clinics, nursing facilities/homes, etc.
- LHS Career Preparation students work in a variety of settings throughout the community in areas such as agriculture, food service, retail shops, and service-related businesses.
- Parents of LHS students and community members volunteer to prepare for many banquets and fundraisers.
- LHS is an adopted school by the US Army at Fort Hood.
- Military recruiters are allowed to visit LHS to talk to students and answer questions that students may have about joining the military.
- Badger Tracks, the LHS newspaper is produced in Adobe In Design and printed and distributed in coordination with our local newspaper and shared through Badger Track social media.
- The LHS yearbook is produced via an on-line program in coordination with Josten's.
- The video, web, and digital arts classes at LHS have been invited by community members to produce videos, web pages, fliers and brochures for their organizations.

- The art department, NHS, Key Club, and graphics classes have worked with LAFTA (Lampasas Association for the Arts) in their annual Family Art in the Park and the annual Art in the Park sculpture installation.
- LHS football players work with Vision Lampasas in helping coordinate the parade during the Carol of Lights celebration.
- LHS Band and Flames participate every summer in the Spring Ho Grand Parade.
- LHS FFA students work in the summers with Spring HO in setting up and assisting with the Friday night Street dance.
- LHS NHS students complete a minimum of 6 hours per semester of volunteer work in the community.
- LHS Key Club does many activities in the community whenever possible. They are a very active and work with the Kiwanis organization.
- Many community organizations provide scholarships to LHS graduates.
- Annual Awards Night to highlight the achievements of LHS Senior students.
- LHS students across many different Fine Arts disciplines perform at LAFTA annual events.
- A meeting is held at LHS in the spring and or fall, for incoming 9th grade students and their parents to inform parents and students about graduation requirements, Pre AP classes and End of Course Exams. Students and parents have the opportunity to visit with teachers and sponsors about the various classes and clubs available at LHS.
- The LHS library works closely with the Lampasas Public Library to provide more resources for our students. The Public Library loans books to the LHS to provide our students a chance to register for free library cards and access to *Central Texas Digital Media.* The LHS library works in conjunction with the Public Library to bring in young adult authors for the students and the community. Some LHS students are members of the Public Library's Teen Advisory Group (TAG) group which meets monthly at the Public Library and works to promote literature in the community.

- SHAC meetings are held four times per year and parents and community members are invited to attend these meetings.
- Lampasas County Young Farmers Booster organization partners with the LHS CTE department to support continuing adult education in Lampasas and to support LHS CTE programs.
- Site Base Committee made up of staff and community members.
- Robotics group presented information on the LHS STEM program to the Town & Country civic group.
- LHS golf works in conjunction with the municipal golf course for weekly practices and golf tournaments.
- LHS works very closely with the <u>Lampasas Dispatch Record</u> covering school events.
- LHS works closely with Central Texas College to make available dual-credit courses on the LHS campus.
- LHS produces a principal spotlight video each week that informs parents of the happenings at LHS.

Parent and Community Engagement Strengths

1. Excellent involvement of the booster clubs and local businesses

2. Site-based team involvement in policy decision-making

3. Interaction with DARS, public health, Red Cross, CTC, Fort Hood, county extension agents, and many other outside organizations

4. Improved communication through technology, automated calling, and written correspondence.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Fostering a collaborative environment between the school and parent/guardians can always be improved. **Root Cause**: Having time where there are no other events going on in the community that conflict with school events.

Problem Statement 2: Improve parent involvement. **Root Cause**: Parents not always understanding the language/terms used in education so being involved can be intimidating.

School Context and Organization

School Context and Organization Summary

To what degree does the district/school support the organization and how?

What does the data reflect about classes, schedules, and student/staff teams?

English/Language Arts class size was 16.7 compared to the state average of 16.7. Foreign Language class size was 22.0 compared to 18.6 state average. Mathematics was 19.8 compared to 17.9 state average. Science was 19.6 compared to 19.0 state average. Social Studies was 19.7 compared to 19.3 state average. The majority of students were on recommended scheduling which help set the class sizes for the majority of courses. We should see an increase in the number of students taking the Pre AP and AP courses with the change in graduation requirements. Availability of classes is reflective of the number of staff available throughout the day to instruct those classes due to the additon of an extra period in the day.

How is adequate time devoted to subjects in which students perform poorly?

Students struggling in different subject areas are offered tutoring and use of content mastery to aid them in gaining the understanding to be on track for successful completion of the course and assessments. We also have an academic period during the day when students are able to work on assignments and make up tests that were missed.

How do teachers have a voice in decision making and school policies?

Teachers have representatives on the Site Based Decision Making Team. There are department chairs and they can voice concerns to the administration. There is also an open door policy where teachers can bring their concerns to the administration personally if they want to. During the faculty meetings teachers have the opportunity to present concerns or suggestions about school issues. They also have the

ability to share during weekly department meetings.

What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
The district has decided to use the curriculum from C scope. The teachers have the decision on how to present the information to the students. Teachers in the same subject area usually get together and generate an assessment for the materials they are covering. In this manner they are testing all students to the same standard to see how they are progressing with the information being presented. This also will show areas that need to be readdressed or look at lesson plans for improvement.

Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
Meetings for the SBDM are made public for those with concerns to bring their ideas to either a member of the committee or present their ideas in person at the meeting. The committee is open to suggestions for all share holders in the success of the school and our students.

School Context and Organization Strengths

1. Use of RTI, AP/PAP, TRS curriculum, and SBDM are organizational strengths that provide all students an opportunity to be successful

2. School organizations and community support provide LHS students with increased opportunities for success

3. Common lunch periods for core subject areas

Technology

Technology Summary

Digital Learning Environment

- Lampasas High School has a 1:1 Chromebook initiative for all students.
- LHS students receive instruction in digital learning through multiple computer labs and Chromebooks.
- The LHS library computer lab is available before and after school hours, as well as during lunch periods for student use.
- The LHS library has it's own Overdrive site for digital books which is available to all students and staff. The LHS library also provides numerous digital research databases and simultaneous use of STEM e-books for students and staff use.
- The LHS library provides and manages the *Turnitin* program where students submit papers and projects to teachers electronically. Work submitted through *Turnitin* is scanned and analyzed for plagiarism.
- LHS students have school *Office 365 and Google Drive* accounts that include a Google suite of online tools that are used for collaborative learning with teachers and other students anytime/anywhere.
- LHS teachers post lesson plans for parent/students using BlackBoard Teacher sites.
- Some LHS teachers share curriculum resources using BlackBoard Teacher sites.
- LHS teachers receive at least 9 hours of instructional technology training each year.
- LHS teachers are supported by an instructional technology coordinator who assists with instructing students and staff in the use of new technology tools.
  LHS staff *Continuing Professional Education* (CPE) training credits are tracked online through

Eduphoria Workshop.

- SMARTboards provide interactive learning opportunities for LHS students.
- LHS offers technology application courses where students learn digital software packages and produce digital projects in video, animation, graphics, web pages and more.
- The LHS Video Production class produces a weekly video program, LBTV, that airs in the cafeteria at lunch.
- LHS students have access to a one-to-one computer lab with Adobe software products.
- Badger Tracks, the LHS newspaper is produced in Adobe InDesign and printed and distributed in coordination with our local newspaper as well as articles posted through Badger Tracks twitter account.
- The LHS yearbook is produced via an online program in coordination with Josten's.
- The LHS Video classes, Digital Arts and Animation, Theater, and English classes are entered as joint LHS projects in the new UIL film festival contest.
- LHS uses *Odysseyware* for online instruction, remediation, credit acquisition, and advancement.
- LHS remediation classes uses Myaccess to help build students writing skills.
- LHS will foster a promote student success through social media (Twitter & Instagram) with postings from classrooms and school events.
- LHS provides information to students and staff using TVs placed around campus.
- LHS keeps stake holders informed by utilizing social media, Blackboard emails/messanger, and the electronic publication of the Badger Times each week.
- LHS uses Canvas as a learning management system.
- LHS shares weekly Badger Times news through socila media, email, posted in everyclassroom, campuse tv, campus bulitin boards and blackboard messanger.
- LHS manages student technology use by using goguardian and gaggle.

Technology Strengths

1. 1:1 Chromebook initiative
2. Utilizing our learning management system in classes to prepare students for after graduation.
3. Professional development for staff is in place to support technology use in classroom.
4. Teachers are required to complete 6 hours of IT training each year.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for continual training of digital citizenship to staff, students, and parents. **Root Cause**: The ever changing digital landscape and being able to quickly and easily access the most current teaching resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LHS will use the scientifically research-based TEKS Resource System (TRS) to ensure academic success in all core classes for all students.	Superintendent; Asst. Supt.; Sec. Instructional Specialist; Principal; Teachers	Weekly; Nine Weeks, Semester Grades; Benchmark Tests				
Additional Targeted Support Strategy 2) Benchmark tests will be given to track student progress on TEKS concepts being taught.	Asst. Supt.; Principal; Campus Techs; Teachers	Common Assessments; Benchmark Tests; Nine Weeks Grades; TAKS/STAAR				
3) Educational computer programs such as Odysseyware and My Access will be used to improve student learning.	Principal; Teachers; Instructional Specialist	Surveys; Observations; Test Results				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) LHS will continue to implement areas of focus in regard to migrant and ESL students. Focused opportunities for ESL parents will be provided.	Asst. Supt.; Principal; ESL 12 (SSA); ESL Teachers; Classroom Teachers	Program Reports; Progress Report; PEIMS; TAPR; TELPAS, PBMAS,				
	Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 2650.00					
Comprehensive Support Strategy 5) LHS will continue to monitor and address the reading performance of our SPED population.	Principal, SPED Department, and ELA teachers	Common assessment, benchmarks, EOC scores, and formative assessments throughout the year.				
	Funding Sources: 224 - IDEA B, Formula SPED - 67000.00					
6) Lampasas ISD 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.	Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators	State Assessments, Common Assessments, Benchmark Assessments				
	Funding Sources: 199 - General Fund - Basic Education 11 - 3038312.00, 199 - General Fund - Instruction 99 Undistributed - 17598.00					
7) The district will employ two district librarians and five library assistants in order to support student reading growth, promote accelerated reading instruction, promote our district reading initiative, and support teachers and students to achieve select reading goals.						
	Funding Sources: 199 - General Fund - Library 99 Undistributed - 114822.00					

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

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

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

    Evaluation Data Source(s) 2: The State Accountability report will indicate sub-population gaps are narrowing.

    Summative Evaluation 2: Met Performance Objective

    Next Year's Recommendation 2: Continue to meet the objective of helping our at-risk students

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LHS will target special populations including ESL, 504, and Special Education students that need to improve academically so that they will be successful in all core classes. Intervention and co-teaching support will be provided.	Principal; Interventionist; Teachers	Weekly Tests; Progress Reports; Nine Weeks Grades; TAPR; TAKS/STAAR				
Funding Sources: 199 - General Fund - SPED Allotment 23/33 - 537961.00, 224 - IDEA B, Formula SPED - 27551.00						
2) Disaggregate STAAR data for each student and class for all core classes so that student weaknesses may be addressed with proper interventions.	Principal; Interventionist; Teachers	Nine Weeks Grades; TAKS/STAAR				
3) Students will be identified as at-risk using the State Compensatory Education criteria	Principal; Counselors; Teachers; Asst. Supt	PEIMS; TAPR; TAKS/STAAR				
4) Identified at-risk students will have tutoring and response to intervention activities to address areas of weaknesses so that the students will have academic success.	Asst. Supt.; Principal; ESL 12 (SSA); ESL Teachers; Interventionist; Classroom Teachers	Common Assessments; Benchmarks;; Progress Reports; TAPR; TAKS/STAAR				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Dropout prevention monitoring will be provided for all at-risk students.	Principal; Counselors; Attendance Officer; Teachers; Asst. Principals; PEIMS Personnel; Attendance Clerks	Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades				
6) 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; ESL Coord.; PEIMS clerk; Principal: ESC XII	Annual Performance Report; Migrant Application/Form Required				
7) LHS will offer educational support, intensive, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. Educational computer programs such as Odysseyware will also be used to improve student learning.	Principal; Teachers; Instructional Specialist	Surveys; Observations; Test Results				
		Funding Sources: 199 - General Fund - SCE Allotment 24/28/30 - 280956.00				

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 Level 3 performance will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Promote critical thinking and higher-order thinking activities at all grade levels in all classes.	Curr. Specialist; Principal; Teachers	Common Assessments; Benchmark Exams; Progress Reports				
2) Implementation of Learning Keys strategies to improve classroom instruction.	Principal, AP's, Department Chairs	Walk-through data gathering with software record keeping.				
3) Support will be provided in the area of gifted and talented education so that students will continue to be challenged with a rigorous curriculum and provided opportunities for higher-order instruction.	Asst. Superintendent, Principal, Assistant Principal, GT Coordinator, and Classroom Teachers	Advanced Scores on STAAR End-of-Course assessments				
Funding Sources: 199 - General Fund - GT Allotment 21 - 1000.00						

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 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) Career opportunities and occupational information will be included in the regular curriculum with emphasis in CTE classes; in all classes, there will be an emphasis on how the subject matter relates to occupations and use in real life.	Principal; Teachers	Lesson Plans; Surveys; Observations; SAT/ACT Participation				
2) Classes will be offered in the area of career and technology so that students will be prepared for post-secondary schooling and/or meaningful employment. These course offerings will continue to be evaluated based on student interest and community needs.	Assistant Superintendent, High School CTE Director; Teachers; Principal; CTE dept. chair	Increase in industry-recognized certifications, increase in internships and apprenticeship participation				
Funding Sources: 199 - General Fund - CTE Allotment 22 - 1228484.00						
3) The percent of students graduating under the Foundation/Recommended High School and Distinguished Achievement Graduation Plans will equal or exceed the state average for all students in all student populations.	Principal; Asst. Principals; Counselors; Teachers	TAPR/PBMAS Rates				
4) Student transcripts will be reviewed annually to determine if a coherent sequence of CTE courses exits.	CTE Director, Counselors, Principal	completion of transcript reviews				
5) A CTE Special Populations Transition Coordinator will be partially funded in order to support students in their preparation and planning for life after high school.	Assistant Superintendent, CTE Director, Principal, Special Education Director					
Funding Sources: 244 - Career and Technical - 23536.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
6) AP and Pre-AP courses will be offered in an effort to support students, provide a rigorous course load, help prepare students for college, and help students gain a greater understanding of life after high school. As part of the master schedule time line, student course requests for 2020 will be verified by departments to ensure proper placement for all students.	Principal, Teachers, Departments, Counselors	Have a better understanding of college readiness through a more rigorous course load.				

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) All core area subjects will follow TRS and/or AP curriculum guidelines.	Administration	Administration classroom walk-throughs				
		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) Continue to provide staff development for all core teachers so that quality instructional strategies will be used in all lessons.	Principal; Sec. Instructional Specialist; Instructional Technologist; Teachers	Observations; Surveys; Lesson Plans; TAPR				
2) Ensure teachers receive high-quality professional development, including AP/PAP training for all teachers assigned to teach AP/PAP courses.	Asst. Supt.; Curriculum Specialist; Instructional Technologist; Principal	Training sign-in; College Board Training documentation				

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; Counselors; Teachers,	Counseling Log; Student Surveys; Observations				
2) All National college entrance examinations (SAT/ACT/PSAT) will be administered at Lampasas High School as a convenience and incentive for LHS students. The TSI will be offered to all LHS students in conjunction with Central Texas College.	Counselors	College Acceptance Rate				
3) Four-Year Plans will be coordinated with Career Cruising software beginning with LMS students in their 8th grade year.	Counselors	Graduation Rates; Course Enrollment				
4) College and career fairs will be held at Lampasas High School.	Administration, Counselors, GearUp	Fairs				
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: LISD will provide athletic and UIL extracurricular opportunities for students.

> **Evaluation Data Source(s) 6:**

> **Summative Evaluation 6:**
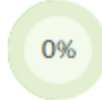
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LISD will provide athletic and UIL extracurricular opportunities for students.	Superintendent, Asst. Superintendent, Athletic Director, Band Director, UIL Coordinators, Principals, Teachers, Coaches	Students will be provided multiple opportunities to participate in athletic, academic, and extracurricular events in order to afford them a positive, well-rounded educational experience in LISD.				
	Funding Sources: 199 - General Fund - Athletics Extracurricular 91 - 880910.00, 199 - General Fund - Extracurricular 99 Undistribu - 215520.00					
	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 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) The importance of student attendance will be stressed through announcements, parent orientation, newsletters, conferences, incentives, recognition for perfect attendance, phone calls to parents for absence, home visits by campus attendance officer, tracking of "leavers", and legal filings for chronic absenteeism.	Principal; Attendance Officer; Teachers; Asst. Principals; PEIMS Personnel; Attendance Clerks	Nine Weeks; Semester Attendance Reports				
2) Personnel will be assigned to review attendance daily.	Administration, Attendance officer	Attendance rate				
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) Staff will be trained in the district procedures on bullying, harassment, abuse, dating violence, suicide prevention programs and other health related topics.	Principals; Counselors; Asst. Principals; Asst. Supt.; Health Services	Discipline Reports, Procedures				
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; CFO; Asst. Supt.; Principal; Asst. Principals; Teachers	Training Sign-in; Surveys; Observations				
3) Appropriate staff will be trained in CPI,CPR, concussion training, and all other state-required trainings.	LHS Administration	Formal certifications.				
4) At least one administrator will be trained in FEMA Incident Command System.	Principal	FEMA Certification				
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) LHS will continue to support and use the Safe and Drug-Free Schools to provide successful drug education training for all students	Principal; Teachers; Asst. Principals; Counselors; Asst. Supt.	PEIMS; Discipline Reports; Counseling Logs; Observations				
2) The Drug Testing Program and Drug Dog Program will be utilized at LHS on a random basis in order to reduce the number of drug-related incidences.	Principal; Teachers; Asst. Principals; Counselors; Drug Testing Company; Drug Dog Company	Discipline Reports; Drug Testing Report/Drug Dog; Student Surveys				
3) Red Ribbon Week will be observed with activities, speakers and classroom lessons to show and teach students about the dangers of all drug use.	Principal; Teachers; Counselors; Asst. Principals;	Surveys; Observations; Discipline Referrals				
4) Guest speakers, as well as other planned activities will be offered to all students to teach the dangers of drug use, bullying, sexual abuse, dating violence, harassment, and suicide prevention..	Principal; Teachers; Counselors; Asst. Principals;	Surveys; Observations; Discipline Referrals				
5) An LSSP and school counselors will be available for counseling and student support.	Principal; Asst. Principals; LSSP	PEIMS; TAPR; PBMAS				
6) Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people. Video surveillance and the Raptor Program will be used to monitor all school traffic	Superintendent; CFO; Asst. Supt.; Principal; Asst. Principals; Teachers	Self-evaluations; Observations; Surveys				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) LHS will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations	Superintendent; CFO; SRO; Asst. Supt.; Principals; Asst. Principals; Teachers	Surveys; Staff Development Plans; Observations				
8) LHS will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal aggression, harassment, abuse, dating violence, and bullying in schools, on school grounds, and in school vehicles.	Superintendent; Asst. Supt.; Principal; Asst. Principals; Teachers	Staff Development; Surveys; Observations; PEIMS, District Policy				
9) LHS will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning.	Superintendent; CFO; SRO; Asst. Supt.; Principal; Asst. Principals; Teachers	Crisis Management Plan				
10) LHS will work to create a positive campus environment that will foster positive campus morale in all employees.	Principal; Asst. Principals	Surveys; Observations				
11) School Counselors will be utilized at campus to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on campus by counselors and support personnel.	Counselors, Principal, Assistant Principal	Counseling Log, Student Surveys, Discipline Report				
	Funding Sources: 199 - General Fund - Guidance & Counseling 99 Undi - 311966.00					
12) School/District nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum.	Assistant Superintendent; Principals; Director of School Health; Campus Nurses	Student health and wellness will continue to be a priority for all students and staff members on all campuses				
	Funding Sources: 199 - General Fund - Health Services 99 Undistribu - 39549.00					
13) Three School Resource Officers will be utilized to help monitor and address safety concerns on LISD campuses. In addition, each campus and the district will work with our SRO's to update Crisis Management Plans in order to ensure a safe and disciplined environment conducive to learning.	Superintendent, CFO, Asst. Superintendent, Principals, Asst. Principals, Teachers	Crisis Management Plan, drill practice documentation				
	Funding Sources: 199 - General Fund - Security & Monitoring 99 Undi - 20828.00					

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

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

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) LHS will assist teachers and all staff in meeting highly qualified requirements. Attract, hire, and retain highly qualified teachers.	Asst. Supt.; Principal; Human Resources Department	TExES Results; Student TAKS; HQ Report of NCLB				
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, or non-HQ teachers.	Asst. Supt.; Principal; Human Resources Department	Class Schedules; Student TAKS; HQ Report to NCLB; Observations				
3) Ensure teachers receive high-quality professional development, including AP/PAP training for all teachers assigned to teach AP/PAP courses.	Asst. Supt.; Principal	Surveys; Student TAKS; HQ Report to NCLB; Observations				
	Funding Sources: 199 - General Fund - Staff Development 99 Undistri - 18934.00					
4) LHS will participate in the district mentoring program in addition to providing peer support for new teachers to the campus.	Instructional Specialist; Principal; Mentor Teachers	Surveys; Feedback; Meetings; Retainment Rate				
5) LHS will offer wellness training and screening opportunities to provide support for all staff.	District Nurse; campus nurse; administrators	Enrollment in wellness programs				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Principals and Assistant Principals will be utilized to provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. In addition, all campus administrators will complete Eduphoria walk-throughs in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline.	Asst. Superintendent, Principals, Asst. Principals	Eduphoria Walk-through data				
		Funding Sources: 199 - General Fund - School Leadership 99 Undistri - 503327.00				

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) To provide interaction and involvement of parents, LHS will involve parents and the community in the development of the campus improvement plan.	Principal; Asst. Principals; Teachers; Counselors; Asst. Supt	Sign in Sheets; Observation; Documentation; CIPs and DIP				
2) LHS will invite parents to visit teachers/staff at Meet The Teacher and Badger Connect nights.	Principal; Teachers	Participation Rates; Parent Sign-in Sheets; Teacher Surveys				
3) LHS will continue to increase Parent-Teacher contacts by using telephone calls, emails, conference visits, and notes sent home to parents. District communication log and Blackboard will be used. Teacher websites have been updated and lesson plans added. Teachers will invite parents to connect with the classroom through Canvas	Principal; Asst. Principals; Teachers; Counselors	Counselor Log; Observation; Documentation				
4) The campus will continue to contribute information to update the district and high school website so that parents and community members can have access to important information concerning various campus and district activities.	Technology Dept.; Principal; Superintendent	Website; Surveys; Observations				
5) LHS will communicate with all stake holders important information that will be sent home, mailed and/or produced on progress reports, report cards, and our website.	Principal	Website; Surveys				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Parents will be able to access their individual child's grades and lessons in the classroom through teacher websites, Canvas, and Family Access.	Principal; Teachers; Technology Dept	Family Access; Teacher Websites				

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

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

Performance Objective 2: Offer training to all LISD families.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will maintain a website, and coordinate college information sessions for students and parents.	Principal; Counselors	Surveys; Observations; SAT/ACT Participation; Meeting Population				
2) Counselors will provide workshops for students and parents.	Principal; Counselors	Surveys; Observations; SAT/ACT Participation; Graduation requirements				
3) 4) Parent training nights will be offered to assist parents in fostering the success of their students.	Administration, Instructional Specialist, Counselors, and Teachers	Increased Canvas parent subscription; Meeting sign-ins				
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) LHS will actively work with government agencies such as; police department, mental health services, juvenile probation, DARS, CRCG, etc.	Principal; Asst. Principals; Student Health Services; SPED	meeting sign-ins				

	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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will increase the use of technology in the delivery of instruction and in the student use of technology in learning activities. Chromebook purchasing and training for all staff will be provided.	Instructional Specialist; Principal; Teachers; Technology Department	Observations; Lesson Plans				
2) Smartboards, document cameras, response clickers, iPads, and laptops will be used in the classroom to further enhance student learning.	Instructional Specialist; Technology Dept.; Principal; Teachers	Observations; Lesson Plans; Test scores				
100% = Accomplished		➡ = Continue/Modify		0% = No Progress		✗ = Discontinue

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) On-going professional development and training will be provided to all staff members. Trainings, webinars, and one-on-one support will be provided.	Principal; Instructional Technologist; Asst. Supt	Documentation of attendance				
100% = Accomplished		0% = No Progress	= Continue/Modify		= Discontinue	

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

Performance Objective 1: The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas schools, as well as additional needed improvements for all LISD campuses.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas schools, as well as additional needed improvements for all LISD campuses.	Superintendent; Chief Financial Officer	Long-range plan review agendas				
Funding Sources: 199 - General Fund - Facilities Maintenance & Oper - 389087.00						
2) 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.	Chief Financial Officer and Food and Services Director	Consistent plan for all students				
Funding Sources: 240 - Child Nutrition - 476543.00						
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 8: Lampasas ISD will work to have 75% of the students when they graduate to be College Ready, Career Ready, or Military Ready.

Performance Objective 1: By way of dual credit courses, SAT/ACT scores, TSI scores, industry based certifications, Military enlistment, and other means, the students will be considered CCMR.

Evaluation Data Source(s) 1: Principal, CCMR Team, and CTE Direcdtor

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) To provide SAT/ACT prep courses; Provide TSI Testing, Provide Dual Credit Courses and provide Early College Prep Courses; Provide CTE Courses, so students can receive industry based certifications	Principal, CTE Director, CCMR Team, and Counselors					
	Funding Sources: 199 - General Fund - College, Career & Military Re - 75000.00					

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	LHS will continue to monitor and address the reading performance of our SPED population.

State Compensatory

Personnel for Lampasas High School:

Name	Position	Program	FTE
Angie McDearmon	Math interventionist	Compensatory Education	.50
Chad Hill	Math Intervention Support	Compensatory Education	.37.5
David Brister	Odysseyware/Credit Recovery	Compensatory Education	.67
Justin Schulze	Odysseyware	Compensatory Education	14.5
Macey Siegert	Odysseyware	Compensatory Education	14.5
Sandra Bobo	Interventionist	Compensatory Education	1

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Joey McQueen	Principal
Administrator	Julie Salvato	CTE Director
Administrator	Duane Young	Assistant Principal
Non-classroom Professional	Lori Weinheimer	Testing Coordinator
Non-classroom Professional	Kalin Wells	Instructional Specialist
Classroom Teacher	Donna Lutz	Sped. Teacher
Classroom Teacher	Bonnie Oreka	Band Director
Classroom Teacher	Kathy Brown	Spanish Teacher
Classroom Teacher	Aaron Nuckles	Social Studies Teacher
Classroom Teacher	Kristina Hopkins	Math Teacher
Classroom Teacher	Macey Siegert	Science Teacher
Classroom Teacher	Judith Ann McGhee	English Teacher
Classroom Teacher	Blake Webb	CTE Teacher
Parent	Kenna Whitehead	Parent
Student	Jessica Ball	Student
Student	Kirsten Richards	Student
Dept. of Special Services	Liza Crawford	Transition Coordinator
Paraprofessional	Courtney Linney	Paraprofessional
Paraprofessional	Tracey Davis	Registrar

Campus Funding Summary

199 - General Fund - Basic Education 11

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$3,038,312.00
				Sub-Total	$3,038,312.00
				Budgeted Fund Source Amount	$3,038,312.00
				+/- Difference	$0

199 - General Fund - GT Allotment 21

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0

199 - General Fund - CTE Allotment 22

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			$1,228,484.00
				Sub-Total	$1,228,484.00
				Budgeted Fund Source Amount	$1,228,484.00
				+/- Difference	$0

199 - General Fund - SPED Allotment 23/33

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$537,961.00
				Sub-Total	$537,961.00
				Budgeted Fund Source Amount	$537,961.00

199 - General Fund - SPED Allotment 23/33

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

199 - General Fund - SCE Allotment 24/28/30

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			$280,956.00
				Sub-Total	$280,956.00
				Budgeted Fund Source Amount	$280,956.00
				+/- Difference	$0

199 - General Fund - Bilingual/ESL Allotment 25

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$2,650.00
				Sub-Total	$2,650.00
				Budgeted Fund Source Amount	$2,650.00
				+/- Difference	$0

199 - General Fund - College, Career & Military Re

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	College, Caeer, and Military Ready		$75,000.00
				Sub-Total	$75,000.00
				Budgeted Fund Source Amount	$75,000.00
				+/- Difference	$0

199 - General Fund - Instruction 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$17,598.00
				Sub-Total	$17,598.00
				Budgeted Fund Source Amount	$17,598.00
				+/- Difference	$0

199 - General Fund - Library 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$114,822.00
				Sub-Total	$114,822.00
				Budgeted Fund Source Amount	$114,822.00
				+/- Difference	$0

199 - General Fund - Staff Development 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			$18,934.00
				Sub-Total	$18,934.00
				Budgeted Fund Source Amount	$18,934.00
				+/- Difference	$0

199 - General Fund - School Leadership 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			$503,327.00
				Sub-Total	$503,327.00
				Budgeted Fund Source Amount	$503,327.00
				+/- Difference	$0

199 - General Fund - Guidance & Counseling 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	11			$311,966.00
				Sub-Total	$311,966.00
				Budgeted Fund Source Amount	$311,966.00
				+/- Difference	$0

199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	12			$39,549.00

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199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$39,549.00
				Budgeted Fund Source Amount	$39,549.00
				+/- Difference	$0

199 - General Fund - Extracurricular 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			$215,520.00
				Sub-Total	$215,520.00
				Budgeted Fund Source Amount	$215,520.00
				+/- Difference	$0

199 - General Fund - Athletics Extracurricular 91

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			$880,910.00
				Sub-Total	$880,910.00
				Budgeted Fund Source Amount	$880,910.00
				+/- Difference	$0

199 - General Fund - Facilities Maintenance & Oper

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			$389,087.00
				Sub-Total	$389,087.00
				Budgeted Fund Source Amount	$389,087.00
				+/- Difference	$0

199 - General Fund - Security & Monitoring 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	13			$20,828.00
				Sub-Total	$20,828.00

199 - General Fund - Security & Monitoring 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$20,828.00
				+/- Difference	$0
224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$67,000.00
1	2	1			$27,551.00
				Sub-Total	$94,551.00
				Budgeted Fund Source Amount	$94,551.00
				+/- Difference	$0
240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	2			$476,543.00
				Sub-Total	$476,543.00
				Budgeted Fund Source Amount	$476,543.00
				+/- Difference	$0
244 - Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5			$23,536.00
				Sub-Total	$23,536.00
				Budgeted Fund Source Amount	$23,536.00
				+/- Difference	$0
				Grand Total	$8,271,534.00