Lampasas Independent School District
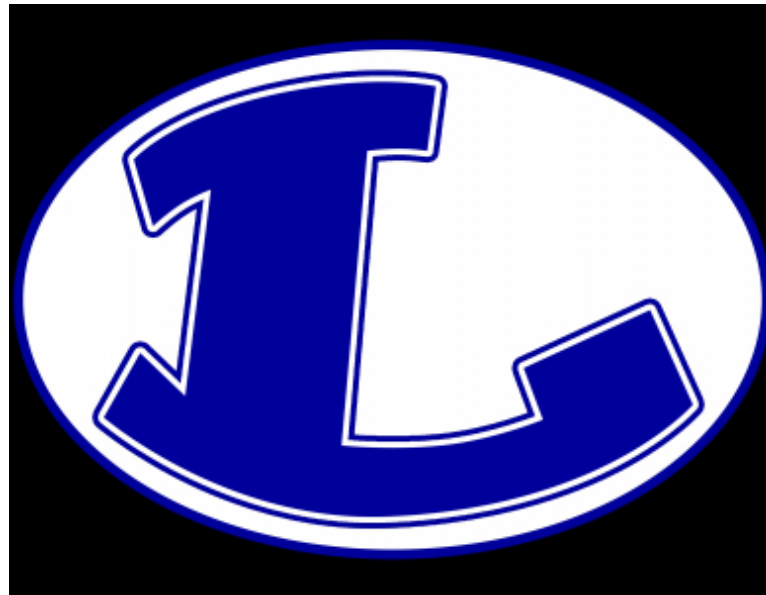
District Improvement Plan

2019-2020

Accountability Rating: B

Board Approval Date: November 4, 2019
Public Presentation Date: November 4, 2019

Mission Statement

Vision

The vision 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 capacities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lampasas ISD covers over 600 square miles in four counties (Lampasas, Burnet, Coryell, and Bell). Approximately 3400 students are enrolled in LISD. The district has five campuses; three elementary campuses, a junior high, and a high school. The ethnic breakdown is as follows:

African American	2.4%
Hispanic	27.0%
White	64.7%
American Indian	0.7%
Asian/Pacific Islander	1.4%
Two or More Races	4.1%

51.1% of the student were eligible for free/reduced meals during the '17-'18 year.

10.4% of the students were served through Special Education.

97 students are identified at English Language Learners (ELL) and 97 (3.0%) were served through ESL.

During the '18-'19 school year, 311 students (9.4%) were served in the GT program; as compared to the '17-'18 school year of 324 (9.6%)

353 (10.5%) of the students are severed through Special Education services.

<u>2019-2020:</u>

The district enrollment was up for the first day of school for the 2019-2020 school year by 90 students (as compared to the previous year). Kline Whitis Elementary showed a slight decrease, while all other campuses showed increases in enrollment from the previous school year. Taylor Creek Elementary was the largest growing campus to begin the current school year. Previously, enrollment has fluctuated approximately 40 students from year to year. The district has continued to show slight increases in enrollment between campuses as the school year has progressed.

Demographics Strengths

Demographics between the three elementary campuses are relatively consistent. Ethnicity comparisons between the three are relatively close. Taylor Creek has the highest mobility rates at

19.2% while the other campuses range between 12.2% and 15.1%. The percent English Language Learners ranges from .9% at High School to 6.2% at Hanna Springs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education and ESL reading, math, and writing scores continue to remain the same or see only small increases over time. **Root Cause**: Individual student IEPs and/or LPAC accommodations reflect the current academic state and academic needs of Special Education and ESL students. These areas require ongoing monitoring, reflection, and parent collaboration in order to individually address student needs.

Student Achievement

Student Achievement Summary

Lampasas ISD received a 86 (Letter B) Overall District Score according to the new A-F Texas Accountability Rating System. This is a 7-point increase from last year. Lampasas High School received distinction designations in 3 out of 7 areas. Hanna Springs Elementary also received distinction designations in 3 out of 7 areas.

As a whole, LISD continued to show growth and improvement in a numbers of key academic areas. Increased student growth and performance is due to a number of initiatives: expanded instructional technology including improved technology infrastructure, additional digital programs and devices and extensive training in effective use of instructional technology; intervention programs for our at-risk population on each campus; and, expanded staff training opportunities to include the Components of Highly Effective Instruction, increased support from Instructional Specialists, Designing and Delivery of Engaging Lessons, and campus-centered walk-through protocols.

Student Achievement Strengths

STAAR Achievement: LISD performed well on STAAR assessments administered in 2017 by scoring at or above state averages on 15 of 22 assessments. Our district earned 6 distinctions, and was in the 2nd Quartile in 12 different areas. Several distinctions were missed by only a few percentage points.

CCMR: Our LISD College, Career, and Military Readiness Data (from the 17-18 school year) indicates that 64% of all LISD graduates were considered CCMR upon graduation. This number is up 19 percentage points from our previous data point in the '16-'17 school year. This data is based on TEA performance/standards in the areas of: SAT/ACT/TSI exams, AP exams, dual credit enrollment, industry-based certifications, associate's degrees, "workforce ready" IEP graduates, military enlistings, and CTE coherent-sequence enrollment. This continues to be an area of focus and growth for all students.

SAT/ACT: 46% of students who graduated in 2018 were successful on the SAT/ACT and/or TSI assessments. Average TSI scores in Lampasas ISD were above state averages in Reading, English, Science, and Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our district has missed earning distinctions in 11 key areas by 5 percentage points or less. **Root Cause**: Specific sub populations, special education students, and ESL student continue to require targeted Tier 2 and Tier 3 instruction. These are ongoing areas of monitoring and improvement for LISD.

District Culture and Climate

District Culture and Climate Summary

Research shows that teachers need to feel connected to a common goal that is communicated clearly and in a work place where they feel supported. Our district Reading Initiative, as well as the new implementation of Daily Five, continues to be a strong presence in our elementary settings. Trainings provided by the district, campus throughout the year to address these strategies. Teacher/staff input is important to the administration in decisions such as common assessments, 1:1 device iniatives, instructional materials committees, Essentail Safety Nets SEs, selection of curriculum programs.

Research also indicates that students who feel connected to their school, peers and community are more likely to experience academic success and positive health. Discipline referrals from 2018-2019 demonstrates that our instructional program for drug prevention, gang avoidance and anti-bullying campaign is proving effective. Campuses review discipline reports on a monthly basis. The positive student recognition programs and recognition activities compliment the anti-violence instructional programs. Our district is committed to supporting our teachers in their endeavors to meet each student's academic needs as well as our students' physical and social needs.

District Culture and Climate Strengths

Each campus is focusing of positive behavior supports and health and wellness using strategies such as: attendance incentives, Rachel's Challenge, SADD, Red Ribbon Week, Fire Prevention Month, Marathon Club, Coordinated Health Programs, iCafes, Family Night Events and Parent Academies, and monthly review of behavior expectations with the campus principal as well as a Live Well Program for staff.

Campuses establish behavior expectations and communicate them through assemblies at the beginning of the year, and reinforce expectations throughout the year.

Campuses routinely practice safety drills: fire, tornado, intruder, social media.

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

Public affirmation via our website and district social media sites. Twitter is being utilized as a means to share exceptional learning experiences happening within the district in addition to a means for staff to collaborate.

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

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Our district will continue to reach out to parents and community members via social media, BlackBoard Mass Communication, and a new, updated website. **Root Cause**: Our teachers and staff require ongoing training, mentoring, and opportunities to collaborate with our LISD parents and families. This is an important component of our LISD outreach and reading initiative plans.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2019-2020, Lampasas ISD will continue to attract and retain the highest quality teachers and staff and support their efforts with quality professional development. Competitive district salary schedules, benefits, and a quality environment for teaching and learning will be emphasized. Meaningful professional development opportunities will be provided that support school district goals and continuous professional growth for personnel.

Staff Quality, Recruitment, and Retention Strengths

100% of teachers are highly qualified

100% of paraprofessional staff are highly qualified

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

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

District-wide teacher mentoring program aids in retention

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

Curriculum, Instruction, and Assessment Strengths

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

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

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

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

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Technology, and Curriculum Alignment. **Root Cause**: Research has shown the importance of teacher mentors as a catalyst to overall educator growth and student performance. LISD will utilize campus mentors and Instructional Specialists to help support classroom teachers in key instructional areas.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

Parent Academies: Workshops are offered to parents of students with disabilities. AP nights, iCafe nights, G/T Parent Discussion nights, and Family Nights also provide opportunities for parents to be involved.

Community Involvement: Students with disabilities are working in community-based job sites gaining employability skills (bank, veterinary clinic, hospital, grocery store, lawyer's office). These opportunities continue to increase as our CTE program expands and as our district collaborates with community members.

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

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

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

District Context and Organization

District Context and Organization Summary

Last year, LISD began the 2017-2018 school year with a new Instructional Specialist on each campus - each with new, defined roles and responsibilities. These staff members have continued in their roles during the 2019-20 school year. Our Daily Five initiative has also been implemented at the elementary campuses to help increase the overall reading proficiency of students in Kindergarten-3rd Grades.

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

District Context and Organization Strengths

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

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: LISD will continue to focus curriculum and instructional efforts on our Daily Five reading initiatives to help increase the number of students who are proficient in reading by the end of 3rd Grade. **Root Cause**: Students continue to enter the school system with a variety of different educational, social, and emotional backgrounds. Teachers and staff continue to closely monitor all struggling readers, and communicate frequently with parents.

Technology

Technology Summary

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

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

Technology Strengths

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

This past year, our 1:1 program, the iBadger 1:1 Initiative, includes all students in grades 5-12. These students are issued individual devices for instructional use, which are funded using both TIMA and general funds. Additionally, we have rolled out Chromebooks to all middle school and high school students (phase 3 and 4) for the 2019-20 school year.

Our 1:1 initiative continues to support our ultimate goal of not only preparing our students for a technology-infused life and culture after graduation, but to also provide more personalized instruction, differentiation, and authentic learning and assessment opportunities within our district.

To support these efforts, the district has expanded teacher support and professional development opportunities by utilizing our Instructional Specialists, in conjunction with our campus technologists, who collaborate to provide direct support to all aspects of the 1:1 initiative.

Community outreaches continues with ongoing 1:1 initiatives (and non-initiative-related) such as local newsletters, social media, face-to-face parent learning opportunities, and parent involvement activities.

Problem Statements Identifying Technology Needs

Problem Statement 1: LISD strives to provide ongoing, current opportunities to excel via relevant technology and educational software programs. **Root Cause**: Social Media avenues continue to become more broad and vast as we move forward in the 21st century. Our school system must maintain the instructional and communicative pace with our students and community in order to support our LISD students and families.

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
- 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)
- 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
- Student surveys and/or other feedback

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

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, and meet ARD expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 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	Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments				
	Funding Sources: 199 - General Fund - Basic Education 11 - 11348272.00, 199 - General Fund - Instruction 99 Undistributed - 56375.00, 199 - General Fund - Intergovernmental 99 Undistri - 193500.00, 199 - General Fund - General Administration 99 Und - 1440972.00					
2) TEKS Resource System (TRS) will be utilized by all teachers at each campus including special education, ESL, and gifted and talented teachers to ensure academic success for all students in all core classes.	Superintendent; Asst. Supt.; Principals; Teachers; Special Education Teachers; ESL Facilitators	Increased student performance on State Assessments, Common Assessments, and Benchmark Assessments				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 3) Ongoing data analysis will be conducted utilizing programs that include Eduphoria Aware, OnSuite, ESGI reading screener K-2, iStation, Think Through Math, Lexia, and Program for Dyslexia Intervention to disaggregate student expectation data for each student and class including special populations such as special education and ESL for all core classes so that student weaknesses may be addressed with appropriate interventions.	Asst. Supt.; Principals; Asst. Principals; Teachers; Interventionist	Nine Weeks Grades; Common Assessments; Benchmark Assessments				
4) Using Federally allocated Title II funds for the 2019-2020 school year, the district will partially fund three Instructional Specialists. These Instructional Specialists will provide teachers with training and support in the areas of: effective classroom teaching strategies, curriculum alignment, and instructional technology.	Asst. Superintendent, Director of Finance, Principals	Eduphoria workshop documentation of trainings, teacher surveys, increased state assessment results				
	Funding Sources: 255 - Title II, Part A - 99469.00					
5) Tested subjects 1st grade-11th grade will administer common assessments or a benchmark assessment each nine weeks using STAAR Test Maker TEKS Bank in Eduphoria Aware to track student progress on TEKS concepts being taught.	Asst. Superintendent, Curriculum Specialists, Principals, Teachers	Common Assessment and Benchmark Blue Prints and Tests				
Comprehensive Support Strategy 6) Summer School programs and Summer Academic camps will target students in special populations to include special education, dyslexia, economically disadvantaged, and ESL with a focus on Reading and Writing strategies.	Principal, Curriculum Specialists, ESL facilitators, SPEd teachers, dyslexia coordinators	Student sign-ins				
	Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 39475.00					
7) The district will participate in shared services with the ESC for migrant and ESL services to include Imagine Learning.	Asst. Superintendent, Principal, ESL facilitators	Family surveys, Identification & Recruitment Plan documentation				
Comprehensive Support Strategy 8) Instructional Specialists will review the SEs determined to be the important in all core subjects (Essential Safety Nets)	Asst. Superintendent, Principal, ISs, teachers					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 9) The district will continue to increase training, support, and staff development opportunities for General Education Teachers and Special Education Teachers related to academic student needs in reading, mathematics, science, writing, social studies, and overall quality instruction improvement.	Asst. Superintendent, Principal, Special Education personnel, ISs, teachers	Increased performance on state assessments in Special Education reading, math, writing, and social studies.				
	Funding Sources: 199 - General Fund - Staff Development 99 Undistri - 377959.00, 199 - General Fund - Instructional Leadership 99 U - 90481.00					
10) Implement the Daily Five Cafe, a reading framework for student learning, to help increase reading proficiency in grades K-3.	Asst. Superintendent, Principal, ISs, teachers	Increase the reading levels and reading performances on state assessments for all students.				
11) Using Federally allocated Title IV funds for the 2019-2020 school year, the district will partially fund one Instructional Specialist. This Instructional Specialist will provide teachers with training and support in the areas of: effective classroom teaching strategies, curriculum alignment, and instructional technology.	Asst. Superintendent, Director of Finance, Principals	Eduphoria workshop documentation of trainings, teacher surveys, increased state assessment results				
	Funding Sources: 289 - Title IV, School Support & Enrichment - 50184.00					
12) 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 - 406765.00					
13) In compliance with House Bill 3, LISD will ensure that all PK-3rd Grade teachers and interventionists, as well as Elementary Principals, will attend relevant Reading Academies by the end of the 2020-2021 school year. Ongoing training will also be facilitated for these teachers regarding the Science of reading instruction, phonics instruction, and reading remediation.	Superintendent, Asst. Superintendent, Campus Principals, Instructional Specialists	Increased reading achievement among all students in grades PK-3rd Grade. Continued improvement on reading assessments for all LISD students over time.				
	Funding Sources: 199 - General Fund - Early Education Allotment 36 - 260000.00					

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: Accountability Domain 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) Grades K-8 will utilize the Pearson Waterford, Lexia, Imagine Learning, Istation, and Think Through Math to provide differentiated instruction for all groups including ESL, dyslexic homeless/foster, 504, and special education.	Principals K-5; Teachers; Asst. Supt.	Common Assessments; Progress Reports; Report Cards				
2) Students will be identified as at-risk using the State Compensatory Education criteria.	Principals, Counselors, Teachers, Asst. Supt.	PEIMS; TAPR; STAAR; ISIP				
3) Identified at-risk students including homeless/foster, dyslexic, ESL, special education, Section 504 will be provided tutoring and Response to Intervention RTI activities to monitor areas of weaknesses by campus interventionists so the students will have academic success. This will include relevant dyslexia training opportunities for LISD teaching personnel.	Asst. Superintendent, Dir. of Special Education, Principals, Teachers, Interventionists	Benchmark Tests; STAAR results				
Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 15043.00, 224 - IDEA B, Formula SPED - 651840.00, 199 - General Fund - Dyslexia 37 - 50000.00						
4) The district will provide academic support for struggling learners and increase student engagement (as defined by researched-based learning components), through the use of interventionist support personnel (Interventionists and Intervention paraprofessionals), and a partially funded Instructional Specialist.	Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel	District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results.				
Funding Sources: 211 - Title I, Part A - 683304.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Dropout prevention strategies will be provided on each campus for all at-risk students including students in pregnancy related services or identified as dyslexic, 504, special education, homeless/foster.	Principals, Teachers, Asst. Superintendent, Attendance Clerks, Counselors, Asst. Principals	Attendance Data, Discipline Reports, Progress Reports, Nine Week Grades, Leaver Code Reviews				
Comprehensive Support Strategy 6) Special education students will be provided intensive effective interventions to address their individual needs so that the passing rates of special education students grades 3-12 improve for the 2019-2020 school year in all areas.	Asst. Superintendent, Special Ed Director, Principals, Teachers	Common Assessments, Benchmarks				
Funding Sources: 199 - General Fund - SPED Allotment 23/33 - 3083397.00						
7) 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				
8) The district 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						
9) The district will fund personnel to provide high quality Pre-Kindergarten Education to students who qualify via migrant, economically disadvantaged, military, and/or ESL qualifications. Pre-K programs will be made available at Kline Whitis Elementary and Taylor Creek Elementary.						
Funding Sources: 199 - General Fund - Pre-K 32 - 160130.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
10) The district will offer educational support, intensive, and/or accelerated instruction to at-risk students in an effort to reduce any disparity in performance on state assessments or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students. These support systems will include the use of intervention personnel, summer school programming, and DAEP programming.	Principal; Teachers; Instructional Specialist	Surveys; Observations; Test Results				
		Funding Sources: 199 - General Fund - SCE Allotment 24/28/30 - 1402010.00				

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

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

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

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Integrate the Components of Highly Effective Instruction strategies that foster higher-level thinking and problem-solving skills in classroom instruction.	Asst. Superintendent, Principals; Teachers	Observations, Common Assessments, Increase in Advanced Performance/Level III				
2) Targeted academic camps to address objectives needing mastery by high performing students through: Boot Camps specific to subjects Summer Academic Camps SAT/ACT Prep Camps	Principals, Teachers	Benchmarks, Performance Level III on state assessments				
3) Each campus will create a MakerSpace lab to promote higher level thinking opportunities relating to all subjects and real-life situations.	Principals, ISs, teachers	Benchmarks, Performance Level III on state assessments				
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) Classes will be offered in the area of career and technology (CTE) in order to better prepare students for post-secondary schooling and/or meaningful employment. These course offerings will continue to be evaluated based on student interest and community needs.	Assistant Superintendent, High School CTE Director; Teachers; Principal; CTE dept. chair	Increase in industry-recognized certifications, increase in internships and apprenticeship participation				
Funding Sources: 199 - General Fund - CTE Allotment 22 - 1291314.00						
2) Career opportunities and occupational information will be included in the regular curriculum with emphasis in certifications and endorsements; in all classes there will be an emphasis on how the subject matter relates to occupations and use in real life.	Principals, Teachers, Asst. Superintendent, Asst. Principals	Observations, SAT/ACT Participation, Four Year Plans, CTE coding, Endorsement coding				
3) A CTE Special Populations Transition Coordinator will be partially funded in order to support students in their preparation and planning for life after high school.	Assistant Superintendent, CTE Director, Special Education Director					
Funding Sources: 244 - Career and Technical - 34717.00						
4) AP and Pre-AP courses will be offered in an effort to support students, provide a rigorous course load, help prepare students for college, and help students gain a greater understanding of life after high school. As part of the master schedule timeline, student course requests for 2016-20 will be verified by departments to ensure proper placement for all students.	Principal, Teachers, Departments, Counselors	Students will have a better understanding of college readiness through a more rigorous course load.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
5) LISD will provide SAT/ACT prep courses; TSI Testing, Dual Credit Courses, Early College Prep Courses, and expanded CTE Courses so that students can enhance early college preparation knowledge and early college assessment results. LISD will also strive to increase the number of students who receive industry based certifications.	Asst. Superintendent, LHS Principal, Counselors, CTE Director, Testing Coordinator, Classroom Teachers					
Funding Sources: 199 - General Fund - College, Career & Military Re - 75000.00						

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) In accordance with the Texas State Plan for the Gifted and Talented Students, LISD will implement the Texas Performance Standard Project and/or a similar project that will lead to the development of advanced level products and/or performances. By implementing these projects, the district will be able to more effectively address the diversification of each student's needs and the needs of the gifted and talented population as a whole.	Asst. Superintendent, Principals, Teachers, GT Facilitator	Student Products, Increase in Advanced Level III performance on STAAR Assessments				
	Funding Sources: 199 - General Fund - GT Allotment 21 - 70986.00					
2) TEKS Resource will be utilized by core subject teachers to ensure student expectations are covered to the specificity of the state standards.	Asst. Superintendent, Principals, Teachers, Curriculum Instructional Technologists	Eduphoria walk-throughs, STAAR				
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) Strategies to improve understanding of concepts and vocabulary related to the specific subject matter for ESL and special education students by providing staff development that will strengthen instructional strategies in this area.	Asst. Superintendent, Principals, Teachers, ESL Facilitators, SpEd	Lesson Plans, Walk-throughs, Common Assessments				
2) PreAP and AP teachers will attend College Board AP training and Laying the Foundation training	Asst. Superintendent, Principals, Curriculum Specialist, Teachers	Certificate for attending training, AP test results, commended/Level III attainment on STAAR				
3) Instructional Specialists will train teachers in the Designing and Delivering Engaging Lessons and Designing Engaging Student Work components of C&I.	Asst. Superintendent, Principals	Eduphoria walk-throughs, Certificate of Attendance, Common Assessments, Benchmarks, STAAR				
Comprehensive Support Strategy 4) General and special education teachers will receive adequate training in strategies to support special education students in all settings	Asst. Superintendent, Special Education Director, Principal	Certificates of Attendance				
		100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

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District #141-901
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Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

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

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At appropriate grade levels, career inventory surveys will be administered and the results will be shared with students and parents and the information will also be used to provide career counseling to students.	Principals, Counselors	Observations, Common Assessments, Increase in Commended Performance/Level III				
2) At elementary grades, career and occupational instruction will be integrated through special days such as Ag Day, Family Reading Nights, and special guest speakers.	Principals, Asst. Principals, Counselors	Sign-in Logs, Observations, Counseling Plans				
3) Counselors will provide career counseling and offer up-to-date information relating to higher education opportunities to include current course selection for future plans beyond high school, admission and financial aid, Texas grant programs, and Teach for Texas grant programs.	Principals, Counselors, Teachers	Counseling Log, sign-ins, Student Surveys				
4) Utilize electronic software to assist students in their interests and courses that would support their desired endorsement, track their high school coursework, and identify relevant student information that is pertinent to student graduation.	LMS counselors, principal, LHS counselors and principal	Career Cruising Report for each student				
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 students with a variety of athletic and extracurricular activities throughout their educational career.	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 - 1207311.00, 199 - General Fund - Extracurricular 99 Undistribu - 345886.00						
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 7: 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) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students grades K-6 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity.	Asst. Superintendent, Principals, Teachers	Observations, Staff Development				
2) All students in grades 3-12 as required, will have a physical fitness assessment conducted at least once a year.	Asst. Superintendent Principals, Teachers, Nurses	FitnessGram Statistical Data, TEA Reporting on State Averages				
3) The District will maintain and update on a regular basis a district wellness policy.	Asst. Superintendent, Principals, Teachers, Director of Child Nutrition, Director of School Health	Bi-Annual Audits, Yearly Reviews				
4) Each campus will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encouraging healthy eating, and decreasing child obesity rates.	Asst. Superintendent, Principals, Teachers, PE Teachers, Campus Nurse, Counselors, School Psychologist, Cafeteria Workers, Ancillary Staff, Parents/Community Members	Surveys, Student Evaluations and Testing, School Health Index				

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

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) Strategies for improvement of student attendance will be provided at each campus: 1) announcements, parent orientation, newsletters, conferences, incentives, recognition for perfect attendance; and 2) phone calls to parents for absences, home visits by campus attendance officer, tracking of "leavers", legal filings for chronic absences.	Principals, Teachers, Asst. Principals, PEIMS Personnel, Attendance Clerks	Weekly and Semester Attendance Reports				
2) Each campus will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.	Superintendent, Asst. Superintendent, Principals, Asst. Principals, Counselors, Teachers	Staff Development, Incident Reports, PEIMS				
3) Partially funded personnel will be utilized to help support students and family members in achieving 100% attendance.	Superintendent, Asst. Superintendent, Principals, Asst. Principals, Counselors, Teachers	Weekly and Semester Attendance Reports				
	Funding Sources: 199 - General Fund - Social Work 99 Undistributed - 29873.00					

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

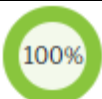| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All district staff will be trained in the district policy and procedures in dealing with bullying, cyber-bullying, homeless circumstances, harassment, dating violence, abuse, grief-informed/trauma informed practices, and suicide prevention.	Asst. Superintendent, Principals	Training sign-ins				
2) Staff who work with students with IHPs, severe allergies, or diabetic will receive training. CPR/First Aid training required every two years for coaches/directors, transportation, food service, and UIL will be provided .	Asst. Superintendent, Principals, Director of Transportation, Food Service, and School Health	Documentation of training				
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) School Counselors will be utilized at each campus to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel.	Counselors, Asst. Supt.	Counseling Log, Student Surveys, Discipline Reports				
	Funding Sources: 199 - General Fund - Guidance & Counseling 99 Undi - 692145.00					
2) 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 - 285792.00					
3) The Drug Dog Program and Student Drug Testing will be utilized at upper level campuses on a random basis in order to reduce the number of drug-related incidences.	Principals, Teachers, Asst. Principals, Counselors, Drug Dog company	Discipline Reports, Report/Drug Dog Visit				
4) The District will provide a Sexual Health and Wellness Program to middle school students as part of the district's sex education program. LISD will have an ongoing process to collect continuous feedback from parents and community members via surveys and SHAC meetings (School Health Advisory Committee) as our district offers this program.	Principals;, Teachers, Counselors, Asst. Principals	Surveys, Observations, Discipline Referrals				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Red Ribbon Week will be observed with activities, speakers and classroom lessons to show and teach students about the dangers of all drug use.	Principals, Teachers, Asst. Principals, Counselors	Lesson Plans, Discipline Referrals, Observation				
6) Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments.	Superintendent, CFO, Principals, Teachers	Training documentation, Practice drill documentation				
7) Facilities will be monitored on an ongoing basis to decrease opportunities of unsafe situations and of entrance into building by unauthorized people.	Superintendent, CFO, Asst. Superintendent, Principals, Teachers	Self-evaluations, Observations, Surveys				
8) The District and each campus will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.	Superintendent, CFO, Asst. Superintendent, SRO, Principals, Teachers	training sign-ins, Surveys, Plans,				
9) 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 - 318538.00						
10) Each campus will participate in scheduled fire and tornado drills, building evacuation, and building lockdowns so that each employee and student will be familiar with the process.	Principals, Asst. Principals, Teachers	Documentation of Drills				

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) The District will assist teachers not currently highly qualified to meet the highly qualified requirements by the end of the school year 2019-2020. Attract, hire, and retain highly qualified teachers.	Asst. Superintendent, Principals, Human Resources Department	TExES Results, Student STAAR; HQ Report of NCLB				
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Superintendent, Principals, Human Resources Department	Class Schedules, Student STAAR, HQ Report to NCLB, Observations				
3) Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% by end of 2019-2020.	Asst. Superintendent, Principals	Surveys, Student STAAR, HQ Report to NCLB, Observations, PDAS, TRS-LINKS Training				
4) The percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses will meet 100% by end of 2019-2020.	Asst. Superintendent, Principals, Human Resources Department	TExES Results, Student Schedules, Student TAKS, HQ Report to NCLB				
5) Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by end of 2019-2020.	Asst. Superintendent, Principals, Human Resources Department	Class Schedules, Student STAAR, HQ Report to NCLB, Observations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by end of 2019-2020.	Asst. Superintendent, Principals, Human Resources Department	Surveys, Student STAAR, HQ Report to NCLB, Observations				
7) The T-TESS instrument will be consistently used to align professional staff development needs and student progress.	Asst. Superintendent, Principals, Asst. Principals, Human Resources Department	STAAR, T-TESS Forms, Walk-throughs				
8) Principals and Assistant Principals will 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 - 1736474.00				
9) Provide a mentoring program to all teachers new to the district for one year and new to the profession for two years.	Asst. Superintendent, Principals, Asst. Principals, Curriculum Specialist	Mentor/Mentee sign-in, meetings, workbook				

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

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

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

       Evaluation Data Source(s) 1:

       Summative Evaluation 1:

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
6) Establish rapport with ESL parents on a campus level by having targeted open houses with interpreters present	ESL Facilitators	Sign-in sheet; Fliers				

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

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

Performance Objective 2: Offer training to all LISD families.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district and each campus will provide trainings to families through Family Nights and Academies that are informational to their student level and needs	Asst. Superintendent, Principals, Asst. Principals, Teachers, Counselors,	Sign-ins; Surveys				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

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

  Evaluation Data Source(s) 3:

  Summative Evaluation 3:

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

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

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

Performance Objective 4: Provide daytime child care support for active school employees which is 100% reimbursed via the local Little Badger DayCare.

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 support current school district employee families by providing daytime child care via the local Little Badger facility that is 100% reimbursed by parents.	Little Badger Daycare workers, Business Manager					
Funding Sources: 199 - General Fund - Community Services 99 Undistr - 60816.00						

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

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

Performance Objective 5: Provide transportation services to all qualifying general education and special education students.

      Evaluation Data Source(s) 5:

      Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize transportation personnel to connect with students and families by providing transportation services to qualifying general education and special education students.	Transportation Director; Chief Financial Officer; Student Health Services; Director of Special Services	Continue to communicate and collaborate with LISD families in order to better service students' academic and social needs				
Funding Sources: 199 - General Fund - Transportation 99 Undistribut - 2254677.00						

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:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Technology, including iPads, Chromebooks, and laptops, will be provided in classrooms to increase student use of technology and enhance student engagement. Consequently, teachers and technology staff members will increase the integration of technology into instruction through professional learning and ongoing staff development.	Superintendent, Asst. Superintendent, Instructional Specialists, Technology Director, Principals, Teachers	Surveys, Observations, Training Sign-ins, Assessment Results, STAAR				
Funding Sources: 199 - General Fund - Technology 99 Undistributed - 1121783.00						
2) The implementation and use of video-streaming through Discovery Education for content related to TEKS will provide access to the information in a variety of modalities including special education and ESL students who might have limited reading levels.	Technology Director, Instructional Specialists, Campus Administration, Teachers	Lesson Plans				
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 6 hours of technology professional development during the school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The district administration will analyze and plan accordingly for architectural long-range facility improvements for Lampasas schools, as well as additional needed improvements for all LISD facilities.	Superintendent; Chief Financial Officer	Long-range plan review agendas				
Funding Sources: 199 - General Fund - Facilities Maintenance & Oper - 4852914.00						
2) The district will conduct long-range facility needs assessments as directed by the school board facility steering committee	Superintendent	Needs assessment document				
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 2: Meet or exceed 90% approval rating on facilities.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

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

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 3: 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) 3: Child Nutrition Department, Department of Finance

    Summative Evaluation 3:

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.	Child Nutrition Director, Department of School Finance	Any/all qualifying students will receive a nutritionally balanced meal on a daily basis.				
	Funding Sources: 240 - Child Nutrition - 1604510.00					

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

Goal 8: Lampasas ISD will plan and use fiscal responsibility to meet the educational needs of the students.

Performance Objective 1: Student academic achievement will be a priority in budgetary planning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Federal, state, and local funds will be allocated as determined by TAPR, federal accountability, state accountability, and PBMAS results.	Superintendent; CFO; Asst. Superintendent	TAPR, PBMAS, federal accountability, Single Audits				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 8: Lampasas ISD will plan and use fiscal responsibility to meet the educational needs of the students.

Performance Objective 2: Federal and state expenditures will meet compliance requirements.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Formative expenditure reports will be reviewed by campus and district administration	CFO; Director of Finance; Asst. Superintendent; Principals	Sign-in on reviews; Single Audits				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

District Planning and Decision Making Committee

Committee Role	Name	Position
Chairman	Kevin Bott	Assistant Superintendent
Classroom Teacher	Patricia Bird	LHS
Classroom Teacher	Steve Cook	KWE
Classroom Teacher	Teresa Faught	LMS
Classroom Teacher	Maggie Gilligan	TCE
Classroom Teacher	Lisa Jorstad	TCE
Classroom Teacher	Shea Moyer	LHS
Classroom Teacher	Zoey Rogers	KWE
Classroom Teacher	Kelli Cox	TCE
Classroom Teacher	Jane Hale	KWE
Classroom Teacher	Margaret Lovett	LMS
Classroom Teacher	Teresa Skinner	LMS
Classroom Teacher	Judith McGhee	LHS
Classroom Teacher	Rhonda Posey	HSE
Classroom Teacher	Delana Toups	HSE
Classroom Teacher	Ben Lockhart	HSE
Professional Staff Campus Level Non-Teaching	Joey McQueen	LHS Principal
Professional Staff District Level	Whitney Walker	HR Director
Professional Staff Special Education	Liza Crawford	Transition Coordinator
Non-Professional Support Staff	Ron Poage	Technology Director
Business Representative	Janice Allen	
Business Representative	Mary Olivarez	

Committee Role	Name	Position
Community Representative	Betty Atkins	
Parent	Jennifer Taylor	

Campus Funding Summary

199 - General Fund - Basic Education 11

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$11,348,272.00
				Sub-Total	$11,348,272.00
			Budgeted Fund Source Amount		$11,348,272.00
			+/- Difference		$0

199 - General Fund - GT Allotment 21

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			$70,986.00
				Sub-Total	$70,986.00
			Budgeted Fund Source Amount		$70,986.00
			+/- Difference		$0

199 - General Fund - CTE Allotment 22

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			$1,291,314.00
				Sub-Total	$1,291,314.00
			Budgeted Fund Source Amount		$1,291,314.00
			+/- Difference		$0

199 - General Fund - SPED Allotment 23/33

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			$3,083,397.00
				Sub-Total	$3,083,397.00
			Budgeted Fund Source Amount		$3,083,397.00

			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	10			$1,402,010.00
				Sub-Total	$1,402,010.00
				Budgeted Fund Source Amount	$1,402,010.00
				+/- Difference	$0
			199 - General Fund - Bilingual/ESL Allotment 25		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$39,475.00
1	2	3			$15,043.00
				Sub-Total	$54,518.00
				Budgeted Fund Source Amount	$54,518.00
				+/- Difference	$0
			199 - General Fund - Pre-K 32		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	9			$160,130.00
				Sub-Total	$160,130.00
				Budgeted Fund Source Amount	$160,130.00
				+/- Difference	$0
			199 - General Fund - Early Education Allotment 36		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$260,000.00
				Sub-Total	$260,000.00
				Budgeted Fund Source Amount	$260,000.00

199 - General Fund - Early Education Allotment 36

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

199 - General Fund - Dyslexia 37

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$50,000.00
				Sub-Total	$50,000.00
				Budgeted Fund Source Amount	$50,000.00
				+/- Difference	$0

199 - General Fund - College, Career & Military Re

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			$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	1			$56,375.00
				Sub-Total	$56,375.00
				Budgeted Fund Source Amount	$56,375.00
				+/- Difference	$0

199 - General Fund - Library 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$406,765.00
				Sub-Total	$406,765.00
				Budgeted Fund Source Amount	$406,765.00
				+/- Difference	$0

199 - General Fund - Staff Development 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$377,959.00
				Sub-Total	$377,959.00
				Budgeted Fund Source Amount	$377,959.00
				+/- Difference	$0

199 - General Fund - Instructional Leadership 99 U

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$90,481.00
				Sub-Total	$90,481.00
				Budgeted Fund Source Amount	$90,481.00
				+/- Difference	$0

199 - General Fund - School Leadership 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8			$1,736,474.00
				Sub-Total	$1,736,474.00
				Budgeted Fund Source Amount	$1,736,474.00
				+/- Difference	$0

199 - General Fund - Guidance & Counseling 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			$692,145.00
				Sub-Total	$692,145.00
				Budgeted Fund Source Amount	$692,145.00
				+/- Difference	$0

199 - General Fund - Social Work 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			$29,873.00

199 - General Fund - Social Work 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$29,873.00
				Budgeted Fund Source Amount	$29,873.00
				+/- Difference	$0

199 - General Fund - Health Services 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			$285,792.00
				Sub-Total	$285,792.00
				Budgeted Fund Source Amount	$285,792.00
				+/- Difference	$0

199 - General Fund - Transportation 99 Undistribut

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1			$2,254,677.00
				Sub-Total	$2,254,677.00
				Budgeted Fund Source Amount	$2,254,677.00
				+/- Difference	$0

199 - General Fund - Extracurricular 99 Undistribu

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			$345,886.00
				Sub-Total	$345,886.00
				Budgeted Fund Source Amount	$345,886.00
				+/- Difference	$0

199 - General Fund - Athletics Extracurricular 91

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			$1,207,311.00
				Sub-Total	$1,207,311.00

			199 - General Fund - Athletics Extracurricular 91		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$1,207,311.00
				+/- Difference	$0
			199 - General Fund - General Administration 99 Und		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,440,972.00
				Sub-Total	$1,440,972.00
				Budgeted Fund Source Amount	$1,440,972.00
				+/- Difference	$0
			199 - General Fund - Facilities Maintenance & Oper		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$4,852,914.00
				Sub-Total	$4,852,914.00
				Budgeted Fund Source Amount	$4,852,914.00
				+/- Difference	$0
			199 - General Fund - Security & Monitoring 99 Undi		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	9			$318,538.00
				Sub-Total	$318,538.00
				Budgeted Fund Source Amount	$318,538.00
				+/- Difference	$0
			199 - General Fund - Technology 99 Undistributed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$1,121,783.00
				Sub-Total	$1,121,783.00
				Budgeted Fund Source Amount	$1,121,783.00

199 - General Fund - Technology 99 Undistributed

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

199 - General Fund - Community Services 99 Undistr

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1			$60,816.00
				Sub-Total	$60,816.00
				Budgeted Fund Source Amount	$60,816.00
				+/- Difference	$0

199 - General Fund - Intergovernmental 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$193,500.00
				Sub-Total	$193,500.00
				Budgeted Fund Source Amount	$193,500.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			$683,304.00
				Sub-Total	$683,304.00
				Budgeted Fund Source Amount	$683,304.00
				+/- Difference	$0

224 - IDEA B, Formula SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			$651,840.00
				Sub-Total	$651,840.00
				Budgeted Fund Source Amount	$651,840.00
				+/- Difference	$0

225 - IDEA B, Preschool SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			$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	3	1			$1,604,510.00
				Sub-Total	$1,604,510.00
			Budgeted Fund Source Amount		$1,604,510.00
				+/- Difference	$0

244 - Career and Technical

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			$34,717.00
				Sub-Total	$34,717.00
			Budgeted Fund Source Amount		$34,717.00
				+/- Difference	$0

255 - Title II, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$99,469.00
				Sub-Total	$99,469.00
			Budgeted Fund Source Amount		$99,469.00
				+/- Difference	$0

289 - Title IV, School Support & Enrichment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			$50,184.00

289 - Title IV, School Support & Enrichment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$50,184.00
				Budgeted Fund Source Amount	$50,184.00
				+/- Difference	$0
				Grand Total	$36,402,593.00

Addendums

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for new school year cannot be completed until training has occurred.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. Conduct ID&R. *Potentially Eligible Migrant Children*: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. *Currently Eligible Migrant Children*: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within 3 days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	**Staff:** Designated SEA Reviewers	Within 5 days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. **Make contact with potential growers.** Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. **Develop calendar and maps.** Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. **Other**		
IV. INTERAGENCY COORDINATION		
A. **Network with agencies that serve migrant families.** Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. **Other**		
V. QUALITY CONTROL		
A. **Written quality control procedures.** Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. **Eligibility review.** Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. **Monitor and address ongoing training needs for ID&R.** Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. **Maintain up-to-date records on file.** Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. **Coordinate with ESC for annual eligibility validation.** Validate eligibility through re-interview process according to instructions set forth by TEA.	**Staff:** ESC, MEP staff **Children:** Previously-identified children selected by State MEP	January – June
F. **Other**		
VI. EVALUATION		
A. **Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. **Other**		

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> <u>**Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA**</u> COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.
B. <u>Otros requisitos</u>		
II. IDENTIFICACION Y RECLUTAMIENTO		
A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.	**El Personal:** Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Para el 31 de Agosto
D. <u>Dirigir ID&R.</u> *Niños Migrantes Potencialmente Elegibles:* Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. *Niños migrantes actualmente elegibles:* Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. **Nota:** Compartir copias de COEs con las entidades apropiadas según la lista en el COE.	**El Personal:** Reclutadores del MEP	Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.

E. <u>**Completar COEs.**</u> El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envié el COE y el SDF completos al revisor designado del SEA para que lo revisen.	**El Personal:** Reclutadores del MEP	Dentro de los 3 días de la firma de los padres
F. <u>**Revisión del COE.**</u> Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.	**El Personal:** Revisores designados del SEA	Dentro de los 5 días de la firma de los padres
G. <u>**Verificación de residencia.**</u> Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.	**El Personal:** Reclutadores del MEP	Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.
H. <u>**Otros requisitos**</u>		

III. MAPAS Y REDES INTRAREGIONALES		
A. Comuníquese con los cultivadores potenciales. Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	**El Personal:** Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito pare el 1 de noviembre.
B. Desarrollar calendarios y mapas. Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	**El Personal:** Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el año.
C. Otros requisitos		
IV. COORDINACION INTERINSTITUCIONAL		
A. Trabajar juntos con agencias que atienden a familias migrantes. Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	**El Personal:** Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el año.
B. Otros requisitos		
V. CONTROL DE CALIDAD		
A. PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS. Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	**El Personal:** Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. Revisión de elegibilidad. Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	**El Personal:** Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del ano
C. Monitorear y abordar las necesidades de entrenamiento continuo de ID&R. Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	**El Personal:** Todo el personal del MEP	Según sea necesario durante todo el ano
D. Mantenga registros actualizados en el archivo. Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	**El Personal:** Todo el personal del MEP	Continuo a lo largo del ano
E. Coordinar con ESC para la validación anual de elegibilidad. Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	**El Personal:** El personal de ESC, MEP **Niños:** Ninos antes identificados seleccionados por el Estado MEP	Enero – Junio
F. Otros requisitos		
VI. EVALUACION		

A. **Evaluar los esfuerzos de ID&R para la planificación subsecuente.** Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.	**El Personal:** Todo el personal del MEP **Otros**: Junta de PAC, etc.	Antes del 30 de junio
B. **Otros requisitos.**		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; **AND** • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Priority for Service (PFS) Action Plan

School District: Lampasas ISD		Filled Out By: Polo Vielma / Tonya Ramos
Region: 12	School Year: 2018 - 2019	Date: 7 -19 -18

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s):	Objective(s):
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

Required Strategies

Monitor the progress of MEP students who are on PFS.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan

Required Strategies

Communicate the progress and determine needs of PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	August – May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	August – May	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs

Provide services to PFS migrant students.

Strategy/Activity	Timeline	Responsible Persons	Resources/Evidence
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
▪ Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

_____
PFS Signature

_____
LEA Signature   **Date Completed** 12/24/18

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PFS Signature   **Date Completed** 7/19/18

Yolanda Rollins
ESC Signature   **Date Received**

Pablo ViDaur
PFS Signature   **Date Completed** 07/19/18