

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
Board of Trustees



**Regular Meeting**

Monday, September 20, 2021 5:30 PM

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**Meetings of the Board are held at 104 Swisher Rd., Lake Dallas, TX 75065**

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

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**Agenda**

1. Call to Order, Roll Call & Establishment of Quorum
2. Closed Session

The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code). The Board of Trustees will reconvene in open session to take any final action, decision, or vote on a matter deliberated in closed session.

- A. Discussing or deliberating purchase, exchange, lease or value of real property (TCG 551.072)
- B. Discussing or deliberating negotiated contract for prospective gift or donation to the school district (TCG 551.073)
- C. Discussing or deliberating appointment, employment, evaluation, reassignments, duties, discipline, or dismissal of a public officer (TCG 551.074)
- D. Discussing or deliberating the deployment, or specific occasions for implementation of security personnel or devices; or a security audit (TCG 551.076)
- E. Discussing or deliberating discipline of a public school child or employee complaint against another employee (TCG 551.082)
- F. Discussing or deliberating a public school child which reveals personally identifiable information (TCG 551.0821)
- G. Investigation; exclusion of witness from a hearing during examination of another witness (TCG 551.084)

- H. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TCG 551.086)
- 3. Reconvene to Open Session, Moment of Silence & Pledges of Allegiance
- 4. Student Reports/Recognitions
- A. Student Recognition: Caelyn Gunn, LDHS Volleyball
- 5. Introductions

Human Resources will introduce new Falcon district and campus administrators to the Board of Trustees.

- 6. Public Comment

At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting. Individuals who wish to participate during the Open Comment portion of the meeting shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board. An individual's comments to the Board shall not exceed five minutes per meeting.

- 7. Trustee Reports

Members of the Board of Trustees will have the opportunity to share positive comments about district meetings and events.

- A. Meetings & Events
- 8. Superintendent Reports

Dr. Rockwood will have the opportunity to share positive comments about district meetings and events or share items for immediate attention.

- A. Meetings & Events
- B. Items for Immediate Attention
- 9. **CONSENT AGENDA ITEMS**

Consent Agenda Items are items identified as routine, procedural, informational or self-explanatory presented as a single motion to be acted on at one time.

- A. Consideration/Approval of the Minutes of the August 16, 2021 REGULAR Board Meeting
- B. Consideration/Approval of the Minutes of the August 30, 2021 SPECIAL Board Meeting
- C. Consideration/Approval of the Minutes of the September 11, 2021 SPECIAL Board Meeting
- D. Consideration/Approval of Monthly Financial Statements
- E. Consideration/Approval of Local Policy Updates
- F. Consideration/Approval of District Educational Improvement Committee members
- G. Consideration/Approval of Campus Improvement Plans
- 10. **ACTION ITEMS**

- A. Consideration/Approval of an order allowing for the defeasance and redemption of a portion of the outstanding Lake Dallas Independent School District Unlimited Tax Refunding Bonds, Series 2015
- B. Consideration/Approval of an ordinance setting a tax rate for maintenance and operations & debt service for the 2021-22 school year.
- 11. **INFORMATION ITEMS**
  - A. Academic Update
  - B. Construction Report
  - C. 504 Plans and Testing Accommodations
  - D. Future Action Items
  - E. Upcoming Meetings & Events
- 12. Closed Session (if needed)
- 13. Adjournment

# Minutes of Regular Board Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Regular Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, August 16, 2021, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: Board President Lance Stacy, Vice President Chad Thiessen, Secretary Courtney Tankersley, Trustees Scott Baird, Mark Tucker, Stephen Richardson and Alicia McKinley and Superintendent Dr. Mike Rockwood

ABSENT: None

**1. Call to Order, Roll Call, and Establishment of Quorum – 5:30 PM**

**2. Closed Session – 5:30 PM**

The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code). The Board of Trustees will reconvene in open session to take any final action, decision, or vote on a matter deliberated in closed session.

- A. Private consultation with the Board's attorney (TCG 551.071)
- B. Discussing or deliberating purchase, exchange, lease or value of real property (TCG 551.072)
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- D. Discussing or deliberating appointment, employment, evaluation, reassignments, duties, discipline, or dismissal of a public officer (TCG 551.074)
- E. Discussing or deliberating the deployment, or specific occasions for implementation of security personnel or devices; or a security audit (TCG 551.076)
- F. Discussing or deliberating discipline of a public school child or employee complaint against another employee (TCG 551.082)
- G. Discussing or deliberating a public school child which reveals personally identifiable information (TCG 551.0821)
- H. Investigation; exclusion of witness from a hearing during examination of another witness (TCG 551.084)
- I. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TCG 551.086)

**3. Reconvene to Open Session and Pledges of Allegiance**

The Board reconvened to Open Session at 6:04 PM, and Karla Landrum led the Pledges of Allegiance.

**4. Open Forum**

Persons desiring to address the Board of Trustees were given the opportunity to sign up to speak. No one addressed the Board.

**5. Consent Agenda Items**

Consent Agenda Items are items identified as routine, procedural, informational or self-explanatory presented as a single motion to be acted on at one time.

**It was MOVED by Mark Tucker and SECONDED by Chad Thiessen to approve the consent agenda:**

- A. Consideration/Approval of the Minutes of the July 19, 2021, REGULAR Board Meeting.**
- B. Consideration/Approval of Monthly Financial Statements**
- C. Consideration/Approval of Budget Amendment #7**
  - Amends the budget to reflect an increase in legal fees
  - Amends the budget to reflect costs associated with outsourced Chromebook repairs
  - Amends the budget to reflect projected year-end revenue
- D. Consideration/Approval of an interlocal contract with Denton County for the collection of taxes**

This interlocal agreement with Denton County is for the collection of taxes. Due to several recent legislative changes, this updated the interlocal collection agreement includes new language referring to timelines and actions taken for truth in taxation calculation services. If approved, this contract will renew annually unless terminated by either party. The cost of \$1.00 per parcel is the same as last year's rate. The expected cost of this contract is approximately \$10,000.
- E. Consideration/Approval of Resolution 2020-2021-7 that designates the District's Chief Financial Officer as the school official responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate**

State law now requires the Board of Trustees to designate the responsibility of calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate to a school official. Accordingly, this resolution assigns District's Chief Financial Officer as the school official responsible for these functions.
- F. Consideration/Approval regarding the adoption of a Resolution 2020-2021-8 approving the conveyance of a private drainage easement to 3100 Tower Ridge Land, LLC at Lake Dallas High School, as more particularly described as follows: 1,876 square feet of land, being a portion of Lot 1R, Block 1 of Lake Dallas ISD School Addition recorded in Cabinet Y, Slide 803 of the Plat Records of Denton County, Texas**

The landowner to the east of the high school baseball field plans to develop and improve their property with seventeen houses. Due to drainage from the baseball field, the landowner has requested a private drainage easement on District land to allow the flow of water onto their property to capture it, bring it underground and divert the drainage away from the future homes. The landowner plans to install a three-foot-wide curbed concrete channel and rock rip rap within a five-foot-wide drainage easement on District land. The easement also includes an ingress/egress easement on the District's adjacent property as reasonably necessary to access the easement property. The landowner agrees to pay all costs to install the drainage facilities and repair the channel or replace the rock rip rap as necessary. As part of the easement, the District agrees to mow and edge the landscaped area within the easement and remove silt deposits within the channel. The District's legal counsel has reviewed and revised the easement instrument. Administration recommends approval of the easement, that the Board authorize the Superintendent and Deputy Superintendent/CFO to negotiate the final

easement instrument, and that the Board authorize the Board President to sign the easement once it is finalized described in the attached Resolution.

**G. Consideration/Approval of the Memorandum of Understanding with Denton County JJAEP**

The Denton County Juvenile Justice Alternative Education Program provides education to students that have been expelled from attending their home campus in Denton County. The annual Memorandum of Understanding is attached. The cost of this program will continue to be \$99 per day.

**H. Consideration/Approval of Code of Conduct**

The Student Code of Conduct for Lake Dallas ISD is updated annually based on changes from TASB.

**I. Consideration/Approval of 2021-2022 T-TESS Calendar and Appraisers**

LDISD T-TESS (Texas Teacher Evaluation and Support System) Appraisers for 2021-2022 and T-TESS Appraisal Calendar for 2021-2022 are presented for approval.

Appraisers: Mollie Avelino, Kristin Baine, Kerri Blevins, Jennifer Bryant, Randall Caldwell, Mike Cromis, Vangee Deussen, Rendee Garrison, Reagan Glenn, Jessica Hawkins, Mark Humphries, Mike King, Karla Landrum, Russell Lopez, John Modica, Jonathan Mosby, Arely Potts, Jennifer Phillips, Ashlee Smith and Shelly Wendt

\*Clint Rushing will be a certified T-TESS appraiser upon the successful completion of the T-TESS Appraiser training in August. At that time, the list of T-TESS appraisers will be submitted again for your approval.

***MOTION PASSED 7-0.***

**6. Action Items**

**A. Consideration/Approval of the Tax Notice including the proposed tax rate and review 2021-22 Budget**

Wes Eversole presented the 2021-22 budget summaries of the General Fund, the Child Nutrition Fund, and the Debt Service Fund. These funds require Board approval before August 31st.

The General Fund reflects a budget deficit of \$502,339. Certified values increased by 8.4%. Local revenue is projected to increase by \$1.42 million, while State funds are projected to decrease by \$1.5 million.

The Child Nutrition budget and the Debt Service budget are both balanced. The Debt Service budget is based on maintaining the current \$.50 tax rate and prepaying \$870,000 of its existing bonds on August 15, 2022. The proposed total tax rate is \$1.5003, five cents less than last year's rate.

The District must advertise the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate in a daily newspaper distributed in the District (Texas Education Code 44.004). Setting the date and time for the Budget and Tax Rate Hearing will allow the District to comply with the Truth in Taxation rules.

A notice of the Budget and Proposed Tax Rate Meeting must be published in a daily, weekly, or biweekly newspaper published in the District. The notice must be published not earlier than the 30th day or later than the 10th day before the date of the hearing. The District will hold its public hearing on August 30th.

***Chad Thiessen MOVED to approve the Tax Notice including the proposed tax rate of \$1.0003 per \$100 valuation for the General Fund and \$.50 per \$100 valuation for the Debt Service Fund. Alicia McKinley SECONDED. MOTION PASSED 7-0.***

**B. Consideration/Approval Tax Roll Resolution**

Wes Eversole presented the final Certified Tax Roll, as of July 2021, which reflected a freeze adjusted taxable value of \$2,211,647,720, and included the appraised values certified by the Appraisal Review Board of Denton County.

***Courtney Tankersley MOVED to approve the Tax Roll Resolution. Scott Baird SECONDED. MOTION PASSED 7-0.***

**C. Approval of a resolution regarding a one-time employee retention payment**

The long-term impact of the pandemic on school operations has led to higher-than-normal rates of attrition and teacher shortages around the state. As a result, district employees are going above and beyond what has been previously required to ensure a safe, effective return to in-person instruction.

Wes Eversole presented a resolution that approves a one-time retention payment of \$500 to each full-time employee. To qualify, an employee must be employed in a TRS eligible position, as defined by TRS, with Lake Dallas ISD and must:

1. be employed full time and on the District payroll no later than September 1, 2021, and
2. remain employed full-time, in good standing, on November 30, 2021.

***Courtney Tankersley MOVED to approve the resolution regarding a one-time employee retention payment of \$500. Mark Tucker SECONDED. MOTION PASSED 7-0.***

**D. Nominations for the TASB Board of Directors for Region 11**

The Board received one request for TASB Board of Directors consideration from Corinne Boyd French, Valley View ISD.

***It was MOVED by Chad Thiessen and SECONDED by Courtney Tankersley to approve the endorsement of Corinne French for a position on the TASB Board of Directors for Region 11. MOTION PASSED 7-0.***

- 7. Information**
- A. 2021 Bond Refunding Program Results**  
Wes Eversole reported that on Thursday, August 12, 2021, the District sold its Unlimited Tax Refunding Bonds, Series 2021. As a result, the interest rate on the District's bonds was successfully reduced from 3.83% to 1.91%. LDISD's actual savings totaled \$1,363,806.
  - B. Construction Report**  
Wes Eversole presented an overview of the current construction projects at Lake Dallas High School, Corinth Elementary and Lake Dallas Middle School.
  - C. COVID-19 Response**  
Dr. Mike Rockwood presented an update to the Board on the district communications sent to staff and families prior to the start of school regarding COVID-19.
  - D. Professional New Hires**  
Karla Landrum presented a report with a personnel update.
  - E. Boardroom Video update**  
Dr. Rockwood presented an update on the Boardroom Video: The installation of the Boardroom video equipment will be finalized and tested this month. Streaming of board meetings are scheduled to begin in September. Community members will have video access to the meetings via a link on the front page of the District website.
  - D. Lake Dallas ISD News and Events**  
Adam Bennett presented Back to School news and pictures as well as upcoming school and athletic events.
- 11. Closed Session – if needed**  
The Board did not move into closed session.
- 12. Adjournment - The meeting was adjourned at 6:52 pm.**

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Lance Stacy, Board President

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Courtney Tankersley, Board Secretary

# Minutes of Regular Board Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Special Meeting of the Board of Trustees of Lake Dallas Independent School District was held Monday, August 30, 2021, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: Board President Lance Stacy, Vice President Chad Thiessen, Trustees Scott Baird, Mark Tucker, Stephen Richardson and Alicia McKinley and Superintendent Dr. Mike Rockwood

ABSENT: Secretary Courtney Tankersley

**1. Call to Order, Roll Call, and Establishment of Quorum – 5:30 PM**

**2. Closed Session – 5:30 PM**

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- H. Investigation; exclusion of witness from a hearing during examination of another witness (TCG 551.084)
- I. Discussing economic development negotiations or offer of financial or other incentive to business prospects (TCG 551.086)

**3. Reconvene to Open Session and Pledges of Allegiance**

The Board reconvened to Open Session at 6:26 PM, and Karla Landrum led the Pledges of Allegiance.

**4. Open Forum**

Persons desiring to address the Board of Trustees were given the opportunity to sign up to speak. No one addressed the Board.

**5. Public Hearing**

At 6:27 PM, Wes Eversole held a public hearing to discuss the 2019-2020 school year budget.

The 2021-22 proposed budget summary for the General Fund, Child Nutrition Fund, and the Debt Service Fund was presented. The District has been allotted supplemental ESSER funding of \$197,417 for the upcoming school year. A portion of these funds are to be used to mitigate learning loss. In addition, these funds can be used to supplant General Fund expenditures. Budgets for summer school, Saturday school extra duty pay, tutorial transportation, and costs related to early literacy specialists have been transferred from the General Fund to the ESSER III supplemental fund to reduce the District's deficit.

Along with several other minor adjustments, the proposed General Fund budget deficit has been reduced by over \$200,000. Both the Food Service Fund and the Debt Service fund are balanced.

The hearing concluded at 6:31 PM.

**6. Consent Agenda**

**It was MOVED by Mark Tucker and SECONDED by Stephen Richardson to approve the consent agenda:**

**A. Consideration/Approval of TTESS Appraisers for 2021-2022 (Updated)**

The TTESS (Texas Teacher Evaluation and Support System) Appraisers list was updated to include all administrators that have completed training:

Appraisers: Mollie Avelino, Kristin Baine, Kerri Blevins, Jennifer Bryant, Randall Caldwell, Mike Cromis, Vangee Deussen, Rendee Garrison, Reagan Glenn, Jessica Hawkins, Mark Humphries, Mike King, Karla Landrum, Russell Lopez, John Modica, Jonathan Mosby, Arely Potts, Jennifer Phillips, Clint Rushing, Ashlee Smith and Shelly Wendt

**B. Consideration/Approval of 4-H Extracurricular Status Request**

LDISD partners with Texas A&M AgriLife Extension of Denton County to offer students extracurricular opportunities through after school programs and courses.

This resolution enables the district to receive funding for students participating in activities during the school day by meeting the requirements of Texas Administrative Code 129.41

**C. Consideration/Approval of School Health Advisory Council (SHAC) Membership**

The School Health Advisory Council (SHAC) recommends improvements to programs that address the health and wellness of staff and students. SHAC bylaws require that committee members be approved by the Board. The committee this year includes 13 members – 8 parents and 5 staff.

John Fabro	Teacher
Shelly Wendt	Admin

Lisa Walraven, RN	School Nurse
Diane Ramirez, RN	School Nurse
Stephanie Reese	Child Nutrition
Kassandra Reynolds	Parent
Kelly Anderson	Parent
Leah Ellis	Parent
Paige Anthony	Parent
Veronica Bondurant	Parent
Marcie Townsen	Parent
Kimberly Spencer	Parent
Alicia McKinley (ex-officio)	Parent

- D. Consideration/Approval of Budget Amendment #8**  
 Routine budget amendments were included for approval.

***MOTION PASSED 6-0.***

**7. Action Items**

- A. Consideration/ Adoption of the 2021-22 General Fund, Food Service Fund and Debt Service Fund Budgets**

Wes Eversole presented the General Fund, Debt Service Fund and Child Nutrition Fund Budgets for approval. The budget summary was included as part of the public hearing section of the Board agenda.

***Stephen Richardson MOVED to adopt the General Fund, Debt Service and Food Service budgets for the 2021-2022 school year. Chad Thiessen SECONDED. MOTION PASSED 6-0.***

- B. Consideration/Approval of Resolution Regarding Additional Leave for COVID-19 Illness**

The resolution will provide authorization for the Superintendent to add up to eighty (80) hours additional local leave (sick) days to Board policy DEC(Local) for employees who have tested positive for COVID-19. This Resolution allows full-time employees to use up to 80 hours of paid sick leave for their own test-confirmed COVID-19 illness. For part-time employees, the District will prorate up to 80 hours of paid sick leave with a positive COVID-19 test. The additional local leave will be granted through this Resolution and will apply from the first day of the employee's contract for the 2021-2022 school year until June 30, 2022.

***Chad Thiessen MOVED to Approve and authorize the Superintendent to add up to eighty hours additional local leave to Board policy DEC (Local) for employees who have tested positive for COVID-19 from the first day of the employee's contract for the 2021-2022 school year until June 30, 2022. Alicia McKinley SECONDED. MOTION PASSED 6-0.***

**8. Information Items**

**A. Professional New Hires**

Karla Landrum presented a report with a personnel update.

**9. Closed Session – if needed**

The Board did not move into closed session.

**10. Adjournment - The meeting was adjourned at 6:36 pm.**

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Lance Stacy, Board President

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Courtney Tankersley, Board Secretary

# Minutes of Special Board Meeting

## The Board of Trustees

### Lake Dallas Independent School District

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A Special Meeting of the Board of Trustees of Lake Dallas Independent School District was held Saturday, September 11, 2021, beginning at 8:00 AM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: Board President Lance Stacy, Vice President Chad Thiessen, Secretary Courtney Tankersley, Trustees Scott Baird, Mark Tucker, Stephen Richardson and Alicia McKinley and Superintendent Dr. Mike Rockwood

ABSENT: None

1. **Call to Order, Roll Call, and Establishment of Quorum – 8:01 AM**
2. **Public Comment**  
Persons desiring to address the Board of Trustees were given the opportunity to sign up to speak. No one addressed the Board.
3. **Closed Session**  
The Board did not move into Closed Session.
4. **Board Training**  
Dr. Karen Rue led Team of 8 Board Training including a review of the roles, rights and responsibilities of the board as outlined in the framework for governance leadership and the district mission, vision and goals.
  - A. **Consideration/Approval of District Mission, Vision and Goals**  
The Board did not take any action on this agenda item.
5. **Adjournment**  
  
**The meeting adjourned at 10:34 AM.**

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Board President-Lance Stacy

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Board Secretary-Courtney Tankersley

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 GENERAL FUND  
 JULY 2021

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	23,699,963	24,122,103	23,381,945	(740,158)	103.2%
State Revenue	12,083,961	13,850,800	15,932,967	2,082,167	86.9%
Federal Revenue	704,303	717,026	666,462	(50,564)	107.6%
<b>Total Revenue</b>	<b>36,488,227</b>	<b>38,689,929</b>	<b>39,981,374</b>	<b>1,291,445</b>	<b>96.8%</b>
<b>EXPENDITURES</b>					
Instruction	18,907,196	20,810,855	23,414,806	2,221,420	88.9%
Inst. Res./Media Services	475,968	507,429	572,031	61,577	88.7%
Curriculum Dev. & Inst. Staff Devel	751,366	806,726	917,565	110,839	87.9%
Inst. Leadership	412,681	462,564	585,898	117,588	78.9%
School Leadership	1,933,710	2,115,532	2,340,916	218,230	90.4%
Guidance/Counseling/Evaluation	982,214	1,067,017	1,286,108	211,343	83.0%
Social Work Services	10,476	11,524	21,336	9,812	54.0%
Health Services	287,597	314,340	373,619	59,254	84.1%
Pupil Transportation	1,277,487	1,331,356	1,644,906	229,156	80.9%
Cocurr./Extracurr. Activities	1,019,522	1,103,563	1,227,111	120,386	89.9%
Gen Administration	1,338,605	1,446,516	1,557,426	94,049	92.9%
Plant Maintenance & Operations	3,619,016	3,974,555	5,071,031	646,762	78.4%
School Monitoring Services	158,465	160,431	303,574	143,143	52.8%
Data Processing Services	748,895	808,252	917,698	15,552	88.1%
Facilities Acq. & Construction	12,892	12,892	25,000	12,108	51.6%
Payments to JJAEP Program	6,237	6,237	6,800	563	91.7%
Other Intergovernmental Charges	202,685	202,685	205,600	2,916	98.6%
<b>Total Expenditures</b>	<b>32,145,011</b>	<b>35,142,473</b>	<b>40,471,425</b>	<b>4,274,698</b>	<b>86.8%</b>
<b>Grand Revenue Totals</b>	<b>36,488,227</b>	<b>38,689,929</b>	<b>39,981,374</b>		
<b>Grand Expenditure Totals</b>	<b>32,145,011</b>	<b>35,142,473</b>	<b>40,471,425</b>		
<b>Grand Totals</b>	<b>4,343,216</b>	<b>3,547,456</b>	<b>(490,051)</b>		

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 FOOD SERVICE FUND  
 JULY 2021

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	146,646	146,646	767,669	621,023	19.1%
State Revenue	30,997	32,741	9,385	(23,356)	348.9%
Federal Revenue	1,343,207	1,343,207	1,187,985	(155,222)	113.1%
<b>Total Revenue</b>	<b>1,520,849</b>	<b>1,522,594</b>	<b>1,965,039</b>	<b>442,445</b>	<b>77.5%</b>
<b>EXPENDITURES</b>					
Food Service	1,417,254	1,444,017	1,964,054	520,037	73.5%
<b>Total Expenditures</b>	<b>1,417,254</b>	<b>1,444,017</b>	<b>1,964,054</b>	<b>520,037</b>	<b>73.5%</b>
<b>Grand Revenue Totals</b>	<b>1,520,849</b>	<b>1,522,594</b>	<b>1,965,039</b>		
<b>Grand Expenditure Totals</b>	<b>1,417,254</b>	<b>1,444,017</b>	<b>1,964,054</b>		
<b>Grand Totals</b>	<b>103,595</b>	<b>78,577</b>	<b>985</b>		

LAKE DALLAS ISD  
 COMPARISON OF REVENUE AND EXPENDITURES  
 DEBT SERVICE FUND  
 JULY 2021

	Prior Month YTD	Current Month YTD	Current Budget	Balance	%
<b>REVENUE</b>					
Local Revenue	11,026,587	11,073,539	11,183,509	109,970	99.0%
State Revenue	158,963	158,963	0	(158,963)	0.0%
<b>Total Revenue</b>	<b>11,185,550</b>	<b>11,232,502</b>	<b>11,183,509</b>	<b>(48,993)</b>	<b>100.4%</b>
<b>EXPENDITURES</b>					
Debt Services	2,823,591	2,825,441	11,053,182	8,227,741	25.6%
<b>Total Expenditures</b>	<b>2,823,591</b>	<b>2,825,441</b>	<b>11,053,182</b>	<b>8,227,741</b>	<b>25.6%</b>
<b>Grand Revenue Totals</b>	<b>11,185,550</b>	<b>11,232,502</b>	<b>11,183,509</b>		
<b>Grand Expenditure Totals</b>	<b>2,823,591</b>	<b>2,825,441</b>	<b>11,053,182</b>		
<b>Grand Totals</b>	<b>8,361,959</b>	<b>8,407,061</b>	<b>130,327</b>		

LAKE DALLAS ISD  
BALANCE SHEET  
GENERAL FUND, FOOD SERVICE AND DEBT SERVICE  
AS OF JULY 31, 2021

**General Fund**

Cash & Investments	47,579,621
Receivables	1,247,029
Deferred Expenses	43,916
<b>Total Assets</b>	<b>48,870,566</b>

Current Payables	(32,767,500)
Accrued Expenses	(41,117)
Deferred Revenue	(347,778)
<b>Total Liabilities</b>	<b>(33,156,395)</b>

Reserve for Encumbrances	1,067,990
Undesig. Fund Balance	(15,714,171)
Reserve for Encumbrances	(1,067,990)
<b>Total Equity</b>	<b>(15,714,171)</b>

**Food Service**

Cash & Investments	1,239,992
Receivables	0
<b>Total Assets</b>	<b>1,239,992</b>

Current Payables	(739,455)
Accrued Expenses	(28,253)
<b>Total Liabilities</b>	<b>(767,709)</b>

Reserve for Food Encumbrances	(343,696)
Undesig. Fund Balance	(120,937)
Reserve for Encumbrances	(7,651)
<b>Total Equity</b>	<b>(472,284)</b>

**Debt Services**

Cash & Investments	9,891,050
Receivables	565,989
<b>Total Assets</b>	<b>10,457,038</b>

Current Payables	0
Deferred Revenue	(149,507)
<b>Total Liabilities</b>	<b>(149,507)</b>

Reserve for Long Term Debt	(1,604,558)
Undesig. Fund Balance	(8,702,973)
<b>Total Equity</b>	<b>(10,307,531)</b>

**Lake Dallas ISD  
Summary Of Tax Collections Comparison  
July 2021**

<u>Current Tax Collections</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>
Current Tax Roll Status:	\$35,179,135	\$34,413,500	\$32,624,616
+/- Supplemental Adjustments	724,474	210,512	375,038
Balance Taxes Due After Adjustments	<u>35,903,610</u>	<u>34,624,012</u>	<u>32,999,654</u>
Current Collection Activity:			
General Operating Fund	23,087,281	22,406,463	22,086,395
Debt Service Fund	10,990,802	10,486,971	9,056,452
Total Current Collections	<u>34,078,083</u>	<u>32,893,433</u>	<u>31,142,847</u>
Unpaid Current Taxes Due @ End of Month	1,825,526	1,730,579	1,856,806
Collection % to Current Tax Role	94.92%	95.00%	94.37%

Delinquent Tax Collections

Prior Years Delinquent Tax Roll:	530,140	556,060	611,581
+/- Supplemental Adjustments	(153,373)	(10,942)	129,878
Balance Taxes Due After Adjustments	<u>376,767</u>	<u>545,119</u>	<u>741,459</u>
Delinquent Collection Activity:			
Less General Operating Funds Collected	-34,791	61,878	235,521
Less Debt Service Collected	(15,874)	26,429	100,595
Total Delinquent Collections	<u>-50,665</u>	<u>88,307</u>	<u>336,117</u>
Unpaid Delinquent Taxes Due @ End of Month	427,432	456,811	405,342
Collection % to Delinquent Tax Role	-13.45%	16.20%	45.33%

Penalties, Interest, Attorney Fees

Penalties and Interest:			
Penalty and Interest Paid On Taxes	97,654	107,251	184,961
Amount Paid to Tax Attorney	22,682	27,531	30,348
Total Penalties, Interest, Attorney Fees	<u>120,336</u>	<u>134,782</u>	<u>215,309</u>

Collection Summary

Current Taxes Collected	34,078,083	32,893,433	34,078,083
Delinquent Taxes Collected	-50,665	88,307	-50,665
Penalties, Interest, Attorney Fees	120,336	134,782	215,309
Total Tax Collections	<u>34,147,754</u>	<u>33,116,522</u>	<u>34,242,727</u>
Total Unpaid Current Taxes Due @ End of Month	1,825,526	1,730,579	1,856,806
Total Unpaid Delinquent Taxes Due @ End of Month	427,432	456,811	405,342
Total Taxes Outstanding	<u>2,252,958</u>	<u>2,187,390</u>	<u>2,262,149</u>

### **PROPOSED POLICY: 9.16.2021**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District student, except in accordance with this policy.

The District shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed by students.

For purposes of this policy, "distribution" means the circulation of more than ten copies of material from a source other than the District.

Materials distributed under the supervision of instructional personnel as a part of instruction or other authorized classroom activities shall not be considered nonschool literature and shall not be governed by this policy.

[For distribution of nonschool literature by nonstudents, see GKDA]

#### **Limitations on Content**

Nonschool literature shall not be distributed by students on District property if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The materials promote illegal use of drugs, alcohol, or other controlled substances.
4. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
5. The materials contain defamatory statements about public figures or others.
6. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
7. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.

STUDENT EXPRESSION  
DISTRIBUTION OF NONSCHOOL LITERATURE

FNAA  
(LOCAL)

8. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others.

**Prior Review**

All nonschool literature intended for distribution by students on school campuses or other District premises under this policy shall be submitted to the principal for prior review in accordance with the following:

1. Materials shall include the name of the person or organization sponsoring the distribution.
2. Using the standards found in this policy at Limitations on Content, the principal shall approve or reject submitted materials within two school days of the time the materials were received.

**Exceptions to Prior Review**

Prior review shall not be required for distribution of nonschool literature by District students only in the following circumstances:

1. Distribution of materials by a student to other attendees during a meeting of a noncurriculum-related student group authorized to meet at school during noninstructional time in accordance with FNAB(LOCAL); or
2. Distribution of nonschool materials in circumstances for which exceptions to prior review are authorized at GKDA(LOCAL).

Even when prior review is not required, all other provisions of this policy shall apply.

**Time, Place, and Manner Restrictions**

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus.

The Superintendent shall designate times, locations, and means for distribution of nonschool literature by students at District facilities other than school campuses, in accordance with this policy.

**Violations of Policy**

Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials, suspension of a noncurriculum-related student group's use of District facilities, and/or other disciplinary action in accordance with the Student Code of Conduct.

**Appeals**

Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).

**PROPOSED POLICY: 9.16.2021**

For purposes of the Equal Access Act, the District has established a limited open forum for secondary school students enrolled in the District. Each District secondary school campus shall offer an opportunity for noncurriculum-related student groups to meet on school premises during noninstructional time.

The District has not established a limited public forum for elementary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See GKD for community access]

**Sponsorship**

Noncurriculum-related student groups shall not be sponsored by the District and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, or other communications that identify the group shall contain a disclaimer of such sponsorship.

District personnel shall not promote, lead, or participate in the meetings of noncurriculum-related student groups.

[For student activities sponsored by the District and having subject matter and purposes directly related to the school's curriculum, see FM]

**Requests**

To receive permission to meet on school premises during noninstructional time, interested students shall file a written request with the principal on a form provided by the District.

The students making the request shall indicate that they have read and understand the policies and rules governing nonsponsored, noncurriculum-related student groups and that the group will abide by those rules.

**Approval**

The principal shall approve or reject the request within seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings.

Approval to meet as a nonsponsored, noncurriculum-related group shall be granted for one school year at a time, subject to the provisions of this policy.

**Meetings**

The principal shall designate noninstructional time for meetings of nonsponsored, noncurriculum-related student groups and shall assign each approved group an appropriate location and time.

**Employee Monitor**

The principal shall assign a District employee to attend and monitor each student group meeting. Monitors shall be present at meetings

STUDENT EXPRESSION  
USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

FNAB  
(LOCAL)

and activities in a nonparticipatory capacity to maintain order and protect school property.

No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.

**Announcements and  
Publicity**

All nonsponsored, noncurriculum-related student groups shall be given access on the same basis for making announcements and publicizing their meetings and activities, in accordance with guidelines developed by the principal.

[For distribution of nonschool materials, see FNAA]

**Violations**

Failure of a student group to comply with applicable rules may result in loss of the right to meet on school premises.

In addition, students who violate applicable rules are subject to disciplinary action in accordance with the Student Code of Conduct.

**Appeals**

Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).

**PROPOSED POLICY: 9.16.2021**

	<p>The District has established a limited open forum for nonschool use of District facilities in accordance with this policy.</p> <p>The District shall provide equal access to youth groups designated in federal law, including the Boy Scouts, as it provides to other nonschool users of District facilities. [See Patriotic Societies in GKD(LEGAL)]</p>
<b>Scope of Use</b>	<p>The District shall permit nonschool use of designated District facilities for educational, recreational, civic, or social activities when these activities do not conflict with school use or with this policy.</p> <p>Approval shall not be granted for any purpose that would damage District property or to any group that has damaged District property.</p> <hr/> <p><i>Note:</i> See the following policies for other information regarding facilities use:</p> <ul style="list-style-type: none"><li>• Use by employee professional organizations: DGA</li><li>• Use of facilities for school-sponsored and school-related activities: FM</li><li>• Use by noncurriculum-related student groups: FNAB</li><li>• Use by District-affiliated school-support organizations: GE</li></ul> <hr/>
<b>Nonprofit Fundraising</b>	<p>The District shall permit nonprofit organizations to conduct fundraising events on District property when these activities do not conflict with school use or with this policy.</p>
<b>For-Profit Use</b>	<p>The District shall permit individuals and for-profit organizations to use its facilities for financial gain when these activities do not conflict with school use or with this policy.</p>
<b>Campaign-Related Use</b>	<p>Except to the extent that a District facility is used as an official polling place, District facilities shall not be available for use by individuals or groups for political advertising, campaign communications, or electioneering, as those terms are used in state law.</p>
<b>Scheduling</b>	<p>Requests for nonschool use of District facilities shall be considered on a first-come, first-served basis.</p>

	<p>Academic and extracurricular activities sponsored by the District shall always have priority when any use is scheduled. [See FM] The Superintendent shall have authority to cancel a scheduled nonschool use if an unexpected conflict arises with a District activity.</p>
<b>Approval of Use</b>	<p>The Superintendent is authorized to approve any nonschool use of any District facility.</p>
<b>Exception</b>	<p>No approval shall be required for nonschool-related recreational use of the District's unlocked, outdoor recreational facilities, such as the track, playgrounds, tennis courts, and the like, when the facilities are not in use by the District or for a scheduled nonschool purpose.</p>
<b>Emergency Use</b>	<p>In case of emergencies or disasters, the Superintendent may authorize the use of District facilities by civil defense, health, or emergency service authorities.</p>
<b>Use Agreement</b>	<p>Any organization or individual approved for a nonschool use of District facilities shall be required to complete a written agreement indicating receipt and understanding of this policy and any applicable administrative regulations and acknowledging that the District is not liable for any personal injury or damages to personal property related to the nonschool use.</p>
<b>Fees for Use</b>	<p>Nonschool users shall be charged a fee for the use of designated District facilities.</p> <p>The Superintendent shall establish and publish a schedule of fees based on the cost of the physical operation of the facilities, as well as any applicable personnel costs for supervision, custodial services, food services, security, and technology services.</p>
<b>Exceptions</b>	<p>Fees shall not be charged when District facilities are used:</p> <ol style="list-style-type: none"><li>1. For public polling places; for precinct and county conventions; for public meetings sponsored by state or local governmental agencies; or other civic and community groups that have similar purposes;</li><li>2. For nonschool use when participants are school-aged children; or</li><li>3. By District employee professional organizations [see DGA].</li></ol>
<b>Required Conduct</b>	<p>Persons or groups using District facilities shall:</p> <ol style="list-style-type: none"><li>1. Conduct business in an orderly manner.</li></ol>

2. Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, and firearms and the use of tobacco products or e-cigarettes on school property. [See GKA]
3. Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent.

All groups using District facilities shall be responsible for the cost of repairing any damages incurred during use and shall be required to indemnify the District for the cost of any such repairs.

**PROPOSED POLICY: 9.16.2021**

**Distribution of  
Nonschool Literature  
Permitted**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except in accordance with this policy.

The District shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed on any District premises.

[See CPAB regarding use of the District's internal mail system and FNAA regarding distribution of nonschool literature by students.]

**Limitations on  
Content**

Nonschool literature shall not be distributed on District property if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The materials promote illegal use of drugs, alcohol, or other controlled substances.
4. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
5. The materials contain defamatory statements about public figures or others.
6. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
7. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
8. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others.

**Prior Review**

All nonschool literature intended for distribution on school campuses or other District premises under this policy shall be submitted to the Superintendent for prior review in accordance with the following:

NONSCHOOL USE OF SCHOOL FACILITIES  
DISTRIBUTION OF NONSCHOOL LITERATURE

GKDA  
(LOCAL)

1. Materials shall include the name of the person or organization sponsoring the distribution.
2. Using the standards found in this policy at Limitations on Content, the Superintendent shall approve or reject submitted materials within two school days of the time the materials were received.

**Exceptions to Prior Review**

Prior review shall not be required for distribution of nonschool literature in the following circumstances:

1. Distribution of materials by an attendee to other attendees at a school-sponsored meeting intended for adults and held after school hours;
2. Distribution of materials by an attendee to other attendees at a community group meeting held in accordance with GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL); or
3. Distribution for electioneering purposes during the time a school facility is being used as a polling place in accordance with state law [see BBBA].

All nonschool literature distributed under these exceptions shall be removed from District property immediately following the event at which the materials were distributed.

Even when prior review is not required, all other provisions of this policy shall apply.

**Time, Place, and Manner Restrictions**

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed to students or others at the principal's campus.

The Superintendent shall designate times, locations, and means for distribution of nonschool literature at District facilities other than school campuses, in accordance with this policy.

**Violations of Policy**

Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked. [See GKA]

**Appeals**

Decisions made by the administration in accordance with this policy may be appealed in accordance with the appropriate District complaint policy. [See DGBA or GF]

**PROPOSED REVISIONS: 9.17.2021-2**

<b>Personnel Duties</b>	<p>The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.</p>
<b>Posting Vacancies</b>	<p>The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.</p>
<b>Applications</b>	<p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
<b>Employment of Contractual Personnel</b>	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel; however, from <del>the day following the regularly scheduled Board meeting in</del> May 1 to August 31, 2021, the Board delegates to the Superintendent the authority to employ <del>classroom teachers and administrators</del> <b>all contractual personnel</b>. The Superintendent shall inform the Board of any persons offered a term contract under this authority.</p> <p>[See DCA, DCB, DCC, and DCE as appropriate]</p>
<b>Employment of Noncontractual Personnel</b>	<p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis.</p> <p>[See DCD]</p>
<b>Employment Assistance Prohibited</b>	<p>No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]</p>



2021-22

District Educational Improvement Committee (DEIC)

<b>Position</b>	<b>Name</b>
District Admin- Chair	John Modica
District Admin- Ad Hoc	Shelly Wendt
HS Teacher	Jimmy Moore
HS Teacher	Lacy Almeida
MS Teacher	Kari Kunckle
MS Teacher	Tyler Reed
CE TEacher	Becky Irick
CE Teacher	Cynthia Salmons
LDE Teacher	Kendra Simpson
LDE Teacher	Cari Houser
SSE Teacher	Debbie Gladen
SSE Teacher	Ann Lenard
Non-Teaching Professional	Clint Rushing
Non-Teacher Professional	Matt Clark
Parent	Mylene Flores
Parent	Brandy Madson
Parent	Micah Eady
Parent	Kiley Walker
Parent	John Smith
Parent	Rick Lewelling
Business Rep	Brolen Jourdan
Business Rep	Michelle Wallace
Community Rep	Melissa Williamson

# Campus Improvement Plans



Christi Cottongame  
Regular Board Meeting  
September 20, 2021

# SUMMARY OF CHANGES



# ALL LDISD ELEMENTARY SCHOOLS

- **Addition of Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.
- **Student Academic Achievement**
  - Additional targeted intervention time (Falcon Time) added to the Master Schedule
  - Professional Development training in NWEA-MAP Assessment for teacher and student growth



# ALL LDISD ELEMENTARY SCHOOLS

- **Demographics**
  - Addition of Behavioral Coach
  - Implement Momentous Institute's social emotional learning program in Pre-Kindergarten and Kindergarten
- **Perceptions**
  - Continuation of Student Lighthouse Team
  - Continuation of partnership with Communities in Schools Renew and Refresh Family Engagement
  - Host a leadership event for community leaders and families to attend



# LAKE DALLAS ELEMENTARY SCHOOL

- **Demographics**
  - Addition of a Bilingual Interventionist to the campus

# SHADY SHORES ELEMENTARY SCHOOL

- **Demographics**
  - Expansion of PPCD and Pre-Kindergarten to include 2 classes of each



# LAKE DALLAS MIDDLE SCHOOL

- **Demographics**
  - Hired a bilingual ESL Specialist
- **Student Academic Achievement**
  - Adding Co-Teaching classrooms in 7th grade ELA and Math
  - Added RtI time into Master Schedule for all students



# LAKE DALLAS MIDDLE SCHOOL

- **School Processes and Programs**
  - Added Technology Integration Specialist to provide site-based technology support
  - Addition of High School credit Business Information Management CTE course to Master Schedule
  - Incorporated Social Emotional Learning Time to Master Schedule to meet social-emotional needs



# LAKE DALLAS HIGH SCHOOL

- **Demographics**
  - Actively seek opportunities to tell our story each week via social media and the website
  - Engage in practices each grading period that encourage enrollment in LDISD
- **School Processes and Programs**
  - Added Technology Integration Specialist to provide site-based technology support



# LAKE DALLAS HIGH SCHOOL

- **Student Academic Achievement**
  - Utilize NWEA Map to inform instruction for interventions to continually increase the academic performance of all special populations each grading period
  - LDISD graduates will meet district goals for College, Career, and Military Readiness (CCMR) as set/revised by the LDISD School Board in January 2021 ie: College Entrance exams, ASVAB, Industry based certifications, etc.
  - Have at least two students named to the National Merit Scholarship program or the National Merit Hispanic Scholarship program.



# Any Questions?





# LAKE DALLAS

INDEPENDENT SCHOOL DISTRICT

*Small School Atmosphere, Big School Opportunities*

**Lake Dallas Independent School District**  
**Corinth Elementary School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

"To prepare every child to achieve their lifelong academic and social potential."

## Vision

"To champion a dynamic model of future focused-education."

## Value Statement

Students come first

Everyone deserves respect

Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD

Continuous improvement is essential for the success of Lake Dallas ISD

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

CE is a neighborhood school with most students residing within a couple of miles of the campus. Campus enrollment has grown fairly consistently over the last couple of years with just under 600 students. Since 2011, attendance rates have been consistently at 98%.

2019-2020 was the 9th year for CE to be a Title I campus. The percentage of Economically Disadvantaged students has increased to 45%. The ethnic distribution (2019-2020 TSDS PEIMS) for CE reveals the following demographics: White (50.17%), Hispanic (26.26%), African American (13.5%), Two or More Races (6.33%), Asian (2.5%) and American Indian (0.5%). The ELL percentage is (7.67%), increasing from the previous year. The Sped percentage also increased (11.83%). This year we added PreK to our campus with 21 students enrolled and 2 of the students Sped (9.09%). Our At-Risk population percentage is (40.67%). The class sizes for each grade level vary between 17 and 24 students per teacher. Our gifted and talented services have decreased 3 points from the previous year (4.5%).

Over 250 students participate in after school activities, which include the following: athletics, cooking, robotics, gardening, choir, audio/visual production, and sewing. There will be over 1,300 new apartments or homes completed by the spring of 2020 within our campus attendance zone.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High mobility rates adversely affect a student's academic growth. **Root Cause:** Economic Inflation, Pandemic, and Lack of job security have increased home/apartment rental costs.

# Student Achievement

## Student Achievement Summary

The campus utilized a variety of researched-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus uses Fountas and Pinnell leveling to monitor and assess student literacy growth. Ongoing staff development with Reader's and Writer's Workshop and guided reading has resulted in improvements of STAAR reading scores, guided reading levels, and higher reading benchmark assessments.

### STAAR Results 2018-19

3rd Grade Reading- 82% Approaches (ED 75%, LEP 60%, SPED 53%)

3rd Grade Math- 88% Approaches (ED 85%, LEP 100%, SPED 53%)

4th Grade Reading- 69% Approaches (ED 55%, LEP 55%, SPED 33%)

4th Grade Math- 69% Approaches (ED 58%, LEP 55%, SPED 24%)

4th Grade Writing- 58% Approaches (ED 48%, LEP 30%, SPED 24%)

5th Grade Reading- 86% Approaches (ED 88%, LEP 75%, SPED 20%)

5th Grade Math- 80% Approaches (ED 73%, LEP 50%, SPED 40%)

5th Grade Science- 83% Approaches (ED 73%, LEP 45%, SPED 50%)

The Response to Intervention Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of Title I instructional assistants for support. Before and after school tutorials, before school open library/computer labs, and summer schools were also offered and highly attended. A Response to Intervention Specialist has been added to staff to address these needs.

Falcon Time also allowed academically high students to receive individualized instruction. Many opportunities, such as the spelling bee, chess, robotics and UIL events, gave students opportunities to excel.

### No STAAR Spring 2020

The campus utilized a variety of researched-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-5, the campus uses Fountas and Pinnell leveling to monitor and assess student literacy growth. Ongoing staff development with Reader's and Writer's Workshop and guided reading has resulted in improvements of STAAR reading scores, guided reading levels, and higher reading benchmark assessments.

## STAAR Results Spring 2021

3rd Grade Reading 76% (ED 76%, LEP 57%, SPED 22%)

3rd Grade Math 67% (ED 57%, LEP 57%, SPED 33%)

4th Grade Reading 55% (ED 49%, LEP 14%, SPED 33%)

4th Grade Math 54% (ED 53%, LEP 14%, SPED 33%)

4th Grade Writing 45% (ED 45%, LEP 14%, SPED 25%)

5th Grade Reading 61% (ED 47%, LEP 33%, SPED 17%)

5th Grade Math 52% (ED 51%, LEP 17%, SPED 17%)

5th Grade Science 48% (ED 40%, LEP 17%, SPED 25%)

The Response to Intervention Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of Title I instructional assistants for support.

Falcon Time also allowed academically high students to receive individualized instruction. Many opportunities, such as the spelling bee, chess, robotics and UIL events, and field trips were not available due to Covid. The campus was closed also in 2020-2021 school year.

Students were tutored before the tardy bell and in the 45 minute Falcon Time block. Response to Intervention Team continued to meet and plan interventions for teachers. A multitude of interventions were used to best serve our students with their different learning styles. After school tutoring was offered as well.

Summer school was also offered.

### Student Achievement Strengths

Third grade Math scores (67%) were above the state (61%) and the region (64%). Approaches

Third grade Reading scores (76%) were above the state (68%) and the region (70%) Approaches

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** STAAR scores for 2021 in 3rd grade are higher than the state and region in the Approaches area. Still below in the Meets and Masters area. 4th and 5th grade scores were lower than the state and region in all subject areas tested. **Root Cause:** There has been an increase in the number of students in need of academic

and behavior interventions through RtI and an increase in the number of students identified with a learning disability and/or behavior disorder in special education.

# School Culture and Climate

## School Culture and Climate Summary

In 2020-2021, the students and staff participated in a wide variety of classroom and campus-wide events which added to the positive spirit and family atmosphere at CE. Some events were campus traditions and some were only recently implemented. Frequent opportunities for student recognition were provided (announcements, pictures in hallways, bulletin boards, programs, school board recognition, etc.). Multiple staff luncheons and gatherings promoted camaraderie among the staff. Students and staff celebrated behavior within individual classrooms. Assemblies were not held: Veteran's Day Celebration was a CE drive-thru for those veterans in our community. Digital Safety Assembly, Leadership Assemblies, Drug-free Assembly, Family Reading Night, etc. were held virtually. Students celebrated Red Ribbon Week and participated in Unity Day. Students participated in a Jingle Bell run during their PE time. Funds were raised and students earned prizes. Students and staff also participated in Marathon Kids to promote health and fitness. This was CE's third year being an adoptee of CoServ. They could no longer mentor students but could continue to provide teacher gifts, meals, and snacks. Communities in Schools kept virtual students connected to CE. CIS provided many snacks. Weekend Food bags were provided by Thousand Hills Church for families in need.

2021-2022, The many assemblies and community events listed above will be held in person for 21-22. CE 101 for Parents will be held on Oct. 5th in order to inform and encourage parent engagement. CE 101 informs parents about curriculum, classroom expectations, and strategies parents can use at home. Thousand Hills Church can now provide food for almost double the number of families in need for the 21-22 year.

## School Culture and Climate Strengths

-The positive and warm family feel of CE is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.

-Open communication between teachers, administrators, students and parents.

-Open campus to all members of the community.

-Student recognition is a daily occurrence on campus using the Soaring Falcon Award, classroom goals, individual student goals, Leadership Assembly. Student recognition occurs often and frequently regarding school events. Students also have many opportunities to participate in student groups and activities (Little Dribblers, Choir, etc) which make school an enjoyable place to be.

-All students participate in Friday afternoon learning clubs will be. (FALCS) and Leadership Assembly

-4H clubs held after school will be available to all students.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline. **Root Cause:** Students need more opportunities to develop leadership skills.

**Problem Statement 2:** Discipline data shows there is a need for professional development in understanding individual student needs and teacher responses. **Root Cause:** Student

demographic changes and lack of teachers' understanding of the students' individual backgrounds.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The CE campus continued to maintain 100% highly qualified staff for 2021-2022.

New teachers in the Fall of 2021 were given mentor teachers. Teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. In addition, teachers met to collaborate at the district-level. Some staff attended off-campus workshops and conferences, while others received individual training on specific skills and methods on an as-needed basis.

Strong efforts were made by the campus to recruit new teachers for the 2021-2022 school year. Job fairs were not attended by administrators, as in the past due to Covid. Multiple interviews for each open position were carefully considered. Tours of the campus were not given, to prime candidates, as in the past due to construction.

## Staff Quality, Recruitment, and Retention Strengths

- A wide variety of staff development and trainings were offered throughout the year in 2020-2021. Feedback from staff indicated the trainings were meaningful and relevant. Campus specific trainings were offered in areas of technology, assessment, literacy, LIM, classroom management, policies and procedures, school safety, etc.
- PLCs were utilized for staff development and trainings throughout the year. Planning for these was flexible and timely and included relevant topics, such as assessment, guided reading, word walls, writer's workshop, etc. Teachers went to trainings and shared new learning and teaching strategies with peers during PLCs.
- Due to Covid this practice from years past was not conducted. Teachers were offered opportunities to observe each other in instructional settings. Some teachers had staff observe from other campuses and even out of district.
- The campus created staff attendance incentives to recognize staff members.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Teachers attend professional development, but have lacked the opportunity to share new ideas with colleagues from their trainings. **Root Cause:** Due to difficulty getting substitutes, there has not been time available for teacher observations of other teachers and time to share/plan vertically.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district/campus continued the use of TEKS Resource System curriculum for 2020-21. The primary focus of campus PLC meetings was curriculum--how students performed and what performance was expected next. For grade levels K-2, PLCs focused on performance of guided reading. For all grade levels, PLCs provided opportunities for staff development, staff feedback, curriculum planning, and upcoming curriculum preparation. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading using the Fountas and Pinnell system at BOY, MOY and EOY.

## Curriculum, Instruction, and Assessment Strengths

- Teachers are proficient with the TEKS Resource System curriculum.
- PLCs were highly utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction.
- Falcon Time was utilized for all pull-out services--Early Literacy, ESL, Speech, GT, dyslexia, Special Education, etc. This allowed the remainder of the school day to be free from pull-outs from the classroom.
- The use of "before the bell" and "after the bell" opportunities for students was available.
- AIP for 5th graders was addressed successfully and all state guidelines were followed; AIP meetings held, accelerated instruction during school hours and summer school, etc.
- Data stored in Eduphoria was used to plan efficient and effective lesson plans.

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

**Problem Statement 1 (Prioritized):** Staff development is needed for all teachers, including special education and support staff, in the area of best practices for meeting the varying needs of all students. **Root Cause:** To meet the needs of all students and to remain current in best practices requires additional training and collaboration with reinforcement of pedagogical practices for all staff that work with students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Collaboration with local services did not occur in 2020-2021 due to closed campus--Fire dept, 4-H, Lions Club, Rotary Club, etc.

The robotics, gardening club, cooking club, sewing club, and many other clubs were held virtually through SeeSaw. These clubs served all students and created opportunities for computer programming, advancement of technology skills, engineering, creativity and an opportunity to partner with the community to foster student growth.

Grade level programs and events were held virtually throughout the year that allowed students to showcase their music, technology and academic accomplishments.

PTA hosted Spirit Nights at local restaurants. PTA also stocked the Staff Lounge monthly with snack, drinks, etc.

Virtual Career day brought 20 speakers from the local community to encourage and educate the students about their opportunities.

## Parent and Community Engagement Strengths

- ESL Parent Class - communicating with the school and outside community
- STEAM Carnival
- Fun Run
- Marathon Kids
- Veteran's Day Assembly
- Open House & Music Programs
- Our campus is open to cub scouts, girl scouts, churches and local sports teams as well.
- Rotary Club presentation and dictionary hand out.
- Fire Department presentation and safety classes.
- Lions Club eye exams provided.
- Lions Club assistance with purchasing eye glasses.
- Family Literacy Night
- KidsHope- community taking care of kids.
- Leader in Me parent night.

Family surveys indicate that parents feel welcome and comfortable being actively involved on campus.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** The WATCH D.O.G.S. program has declined over the past two years. **Root Cause:** We have not found a consistent parent leader.

# School Context and Organization

## School Context and Organization Summary

Students at CE are generally happy and content on campus. Multiple opportunities for activities and involvement contribute to the positive attitudes about school.

The campus has settled into an efficient routine in which parents, teachers, and students are comfortable. Daily operations within the school--discipline, communications, schedules, etc-- are organized and managed well.

A wide variety of extra activities contribute to a well balanced campus-- PALS, CEIC, staff development, etc.

## School Context and Organization Strengths

- Daily routines and duties are set from the first day and made clear to all staff.
- The campus highly utilized Google Docs and Gmail calendars this year for shared documents and reservations of computer labs, iPads, etc.
- Parent meetings were held campus-wide and by individual grade levels. Also, newsletters, emails, websites, and phone calls were used frequently by teachers and staff to communicate with parents.

Falcon Time is a scheduled pull-out time for each grade level to provide remediation or enrichment opportunities for all students.

PBIS has provided campus-wide practices and expectations of student behavior.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Staff schedules continue to be very full. **Root Cause:** Daily time constraints to students' daily schedules make it difficult to meet recommended pedagogical instructional frameworks.

# Technology

## Technology Summary

Each classroom is equipped with a teacher computer, Chrome Books and Clear Touch Smart Boards. Also available for student use are 2 computer labs, chromebooks, IPADS, nooks, and other media equipment from the campus library. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year.

Teachers have access to multiple media resources daily--Mediacast, Skyward, TEKS Resource System, Gradebook, Gmail, Eduphoria, etc.

Wireless access points are available for 100% of the campus, including the library, front office and conference room.

## Technology Strengths

- CE has a library media specialist on campus who is available as a resource for both students and staff.
- K-5th grade classroom teachers will have Clear Touch Smart Boards.
- 3rd-5th students will be one to one with Chrome books.
- K-2nd students will be 2 to one with Chrome books
- Building is 100% wifi accessible.
- Special Education classrooms have Smart boards, Chrome books, and iPads for student use
- Two accessible computer labs for K-5 use.
- Technology Integration Specialist on Campus
- STEAM Lab

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** It is difficult to remain up to date in technology devices and programs. **Root Cause:** Technology is ever changing and becomes obsolete in a short period.

# Priority Problem Statements

**Problem Statement 1:** High mobility rates adversely affect a student's academic growth.

**Root Cause 1:** Economic Inflation, Pandemic, and Lack of job security have increased home/apartment rental costs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR scores for 2021 in 3rd grade are higher than the state and region in the Approaches area. Still below in the Meets and Masters area. 4th and 5th grade scores were lower than the state and region in all subject areas tested.

**Root Cause 2:** There has been an increase in the number of students in need of academic and behavior interventions through RtI and an increase in the number of students identified with a learning disability and/or behavior disorder in special education.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Discipline data shows that there is a need for teaching students tools for self-regulation and self-discipline.

**Root Cause 3:** Students need more opportunities to develop leadership skills.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Teachers attend professional development, but have lacked the opportunity to share new ideas with colleagues from their trainings.

**Root Cause 4:** Due to difficulty getting substitutes, there has not been time available for teacher observations of other teachers and time to share/plan vertically.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Staff development is needed for all teachers, including special education and support staff, in the area of best practices for meeting the varying needs of all students.

**Root Cause 5:** To meet the needs of all students and to remain current in best practices requires additional training and collaboration with reinforcement of pedagogical practices for all staff that work with students.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** The WATCH D.O.G.S. program has declined over the past two years.

**Root Cause 6:** We have not found a consistent parent leader.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Staff schedules continue to be very full.

**Root Cause 7:** Daily time constraints to students' daily schedules make it difficult to meet recommended pedagogical instructional frameworks.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** It is difficult to remain up to date in technology devices and programs.

**Root Cause 8:** Technology is ever changing and becomes obsolete in a short period.

**Problem Statement 8 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

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





- 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
- Other additional data

# Goals

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 1:** Actively seek opportunities to tell our story





**Evaluation Data Sources:** Campus website, newsletters, social media

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide stories, updates, successes to the community through various outlets (website, Facebook, Twitter, email, mail, Peach Jar, Blackboard messaging system, digital marquee, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Positive community relationships, feedback by the MRA(Measurable Results Assessments) survey completed by CE staff and families</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote student and staff successes and achievements at LDISD School Board monthly meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive connections &amp; relationships among parents, students, staff, community members, all stakeholders, positive feedback from Measurable Results Assessments survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 2:** Engage in practices that encourage enrollment at CE





**Evaluation Data Sources:** Review of transfer applications, response to early registration

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate via multiple methods PK/K enrollment and registration events details early in the second semester <b>Strategy's Expected Result/Impact:</b> Opportunities to engage new families early, increased enrollment in PK/K <b>Staff Responsible for Monitoring:</b> Campus Administrators, District Leadership	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote open enrollment based on LDISD student transfer guidelines <b>Strategy's Expected Result/Impact:</b> Maintain open enrollment numbers each year <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and Instruction, Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Host activities at the campus level that engage new families (tours, registration events, New Falcon signs, school spirit gear, etc) <b>Strategy's Expected Result/Impact:</b> Opportunities to engage new families early, established positive first impressions, increased enrollment <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 1:** Increase community connections to CE and LDISD

**Evaluation Data Sources:** Attendance at community events/meetings, presentations to organizations, end-of-year program evaluations, volunteer logs from Positive Proof sign-in system, spring survey MRA(Measurable Results Assessments)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Connect with local agencies in supporting the needs of students and families at CE(Spirit of Christmas, Back to School Health Fair, Lions Club) <b>Strategy's Expected Result/Impact:</b> Expansion of community involvement <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Communities In Schools	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct a campus tour for community leaders. <b>Strategy's Expected Result/Impact:</b> Increased connections and partnerships between CE and the local community, increased volunteer support, feedback/reflection opportunities <b>Staff Responsible for Monitoring:</b> Campus Administrators, Leader In Me Team	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain partnership with Communities in Schools <b>Strategy's Expected Result/Impact:</b> Expanded connections, relationships, support for CE students and families <b>Staff Responsible for Monitoring:</b> Campus Administrators, Communities In Schools	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Initiate community volunteers to CE (Career Days, Academic and Behavioral mentoring, Retirees, WatchDogs, etc) <b>Strategy's Expected Result/Impact:</b> Increased volunteer participation documented volunteer log from Positive Proof sign-in system, influences of positive role models, enriched learning experiences, additional individualized student attention <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Communities In School	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 2:** Strengthen family connections to CE and LDISD

**Evaluation Data Sources:** Program evaluations, volunteer logs from Positive Proof Sign in System, records of attendance at events, Survey results from Measurable Results Assessments





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase ongoing communication between teachers and parents/guardians. Teachers will routinely connect with parents through phone calls, emails, conferences, newsletters, daily and weekly folders, student planners, and SeeSaw.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support, engaged, involved parents, improved student performance and a feeling of community, positive feedback on MRA(Measurable Results Assessments) survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct student-led parent conferences at the end of the first grading period and the middle of the third grading period using student leadership notebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of parents/guardians involved and in attendance of the student-led conferences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Response to Intervention Specialist, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Each month promote student-created finding our voice newsletter through multiple outlets (Twitter, Website, Emails, Blackboard Messaging System, and Morning Announcements)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities to hear others perspectives, creative expression, different forms of leadership, diverse and safe learning community</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Technology Integration Specialist, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly communication to parents/guardians and staff on Blackboard, Digital Marquee, and Campus Calendar highlighting events, recognitions, and learning at CE.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing a positive learning environment, fostering a thriving campus for students, parents, and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Grow Corinth Elementary's PTA Membership among staff and parents</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent membership, 100% staff membership, expanded connections, and support of parents/guardians, staff and administrators</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create Literacy, Math, and Science Family Nights to engage students and their families in sharing the discovery of learning. <b>Strategy's Expected Result/Impact:</b> Increased family involvement, strengthened family relationships <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Technology Integration Specialist, Librarian, Teachers	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 3:** Provide opportunities for adult learning and parent education programs





**Evaluation Data Sources:** Sign-in sheets, program evaluations, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide learning opportunities for parents/guardians for specialized content (ESL/Bil, GT, Special Education, Dyslexia, RtI, The 7 Habits of Highly Effective Families, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased interaction and knowledge of specialized content, growth in family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Program Coordinators, Director of Elementary Curriculum and Instruction, Technology Integration Coordinator, Leader In Me Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create and organize "on-demand" video content for parents to access online for various topics (SeeSaw, Family Access, Grade Reporting, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and knowledge, increased user efficiency level</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and Instruction, Technology Integration Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide parent education programs led by LDISD parent education liaison (health and wellness, communication, language, acquisition, academics, homework, and other needed content)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased adult interaction/engagement across the campus and district, increased comfort level of parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 4:** Partner with organizations to promote diversity, equity, and inclusive practices within LDISD

**Evaluation Data Sources:** Review of program involvement





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Engage with Communities in Schools and access available programming/resources on diversity, equity, and inclusion. <b>Strategy's Expected Result/Impact:</b> Successful utilization of CIS programming opportunities <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Partner with Love For Kids and access available programming/resources on diversity, equity, and inclusion <b>Strategy's Expected Result/Impact:</b> Students of special populations served. <b>Staff Responsible for Monitoring:</b> LFK Board, Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize TEA resource "Project Restore" for staff training (understanding experiences and building resilience, understanding a student's perspective, etc.) <b>Strategy's Expected Result/Impact:</b> Staff engagement, improved staff and student relationship <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Maintain and grow campus clubs/activities which promote a positive perspective and celebrate our diverse community. 4-H clubs; gardening, cooking, robotics, sewing, outdoor school clubs; typing, shoe tying, carpentry, etc. <b>Strategy's Expected Result/Impact:</b> Increased student participation and positive perspective on school <b>Staff Responsible for Monitoring:</b> Staff and Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child and fosters a love of lifelong learning.

**Performance Objective 1:** 3rd-grade students will meet district goals on the STAAR in Reading and Math as set/revised by the LDISD School Board in January 2021.

**HB3 Goal**

**Evaluation Data Sources:** District and state student achievement data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> First through Third Grade students identified below grade level in Math and Reading on the NWEA Measure of Academic Progress screener(MAPs) will be provided intense intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of these students will reach grade level or above in Math and Reading on MAPs by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coach, Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PK-2 students identified as performing below grade level in literacy and math PK-Circle Progress Measure, Kindergarten-TX-KEA will be provided intense interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of these students will reach grade level or above in literacy and math on the PK-Circle Progress Measure, Kindergarten-TX-KEA by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coach, Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a daily master schedule with two targeted instruction times (Falcon Time) one for literacy and one for math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth in student achievement in literacy and math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child and fosters a love of lifelong learning.

**Performance Objective 2:** Provide interventions to increase the performance of all special populations (Special Education, LEP, RTI/MTSS, Dyslexia, etc.)

**Evaluation Data Sources:** Program reviews, student achievement data, professional development logs, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide a Campus ESL Specialist to support the campus by implementing interventions to the beginning and intermediate students, build instructional capacity of ESL staff, facilitate LDISD ESL Programming goals/objectives, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on TELPAS, district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> District ESL Coordinator, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE), - 199- Early Education Allotment</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a Campus GT Specialist to facilitate the LDISD GT programming goals/objectives, serve identified GT students, support staff with enrichment lessons and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth in student achievement on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> District GT Coordinator, Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Maintain RtI/MTSS Specialist on campus to lead intervention procedures, hold progress-monitoring meetings, maintain documentation, provide interventions to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on district and state assessments, clear communication, and understanding with parents and staff regarding RtI/MTSS</p> <p><b>Staff Responsible for Monitoring:</b> District RtI/MTSS Coordinator, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE), - 199- Early Education Allotment</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Maintain campus general education dyslexia therapists in providing identification and therapy to dyslexic students, dyslexia information to parents and staff, assisting all staff with instructional strategies for students with dyslexia. (TF=Take Flight)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth in student achievements on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> District Dyslexia Coordinator, Campus Administrators</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Maintain Special Education teachers in the training and instruction of students with dyslexia in Special Education. (MTA=Multi-sensory Teaching Approach)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth in student achievement on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> District Special Education Coordinator, Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Increase capacity of general education teachers to support varying needs, behaviors, and disabilities in the classroom <b>Strategy's Expected Result/Impact:</b> Improved student achievement, improvements in classroom positivity, integrated instructional supports <b>Staff Responsible for Monitoring:</b> Interim Director of Special Programs, Campus Administrators,	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide a Reading Specialist on campus to intervene in early childhood literacy programs <b>Strategy's Expected Result/Impact:</b> Improved literacy readiness and acquisition, results on Circle Progress Measure <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>Funding Sources:</b> - 199- Early Education Allotment, - 199 State Compensatory Education (SCE)	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide creative options in summer programming to meet student needs for accelerated instruction <b>Strategy's Expected Result/Impact:</b> Student engagement during the summer months, increased attendance <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and Instruction, Program Leads	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide full-day Pre-K for the 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> Increased social and academic readiness <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child and fosters a love of lifelong learning.

**Performance Objective 3:** LDISD graduates will meet district goals for College, Career, and Military Readiness (CCMR) as set/revised by the LDISD School Board in January 2021

**HB3 Goal**





**Evaluation Data Sources:** CCMR data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Connect students K-5 to graduation pathways (career days, career explorations and endorsement selections, college and career nights, etc) <b>Strategy's Expected Result/Impact:</b> Student connections and understanding of options <b>Staff Responsible for Monitoring:</b> Director of Elementary Curriculum and Instruction, Counselor, Campus Administrators	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child and fosters a love of lifelong learning.

**Performance Objective 4:** Utilize instructional technology in all classrooms PK-5.

**Evaluation Data Sources:** MRA survey results from students and staff





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain online access to instructional materials for staff and students. <b>Strategy's Expected Result/Impact:</b> Increased student engagement, classroom walkthroughs <b>Staff Responsible for Monitoring:</b> Technology Integration Specialist, Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide simple accessibility to online tools for staff to utilize for teaching resources, lessons, progress monitoring, and maintaining records. (TEKS resources, Skyward, Eduphoria, SeeSaw, MAPS) <b>Strategy's Expected Result/Impact:</b> Increased staff engagement in planning and documentation, positive staff feedback on MRAs <b>Staff Responsible for Monitoring:</b> Technology Integration Specialist, Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 1:** Enlist and retain fully certified, highly qualified innovative educators for Corinth Elementary

**Evaluation Data Sources:** Staff certifications, references, staff surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain walk-through and observation data for coaching effective teaching and provide specific professional development for professional growth. <b>Strategy's Expected Result/Impact:</b> Increased teacher development and student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain campus mentors for all first through third-year teachers at CE. <b>Strategy's Expected Result/Impact:</b> Increased retention rate for first through third-year teachers, positive campus morale <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide an experienced mentor to guide and support any new staff member at CE. <b>Strategy's Expected Result/Impact:</b> Increased staff relationships, positive campus culture <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue to enlist from highly qualified LDISD staff members that meet the qualifications as new positions open <b>Strategy's Expected Result/Impact:</b> Build effective leaders that value and are dedicated to the Lake Cities community <b>Staff Responsible for Monitoring:</b> Campus Administrators, Executive Director of Human Resources, Program Directors and Coordinators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Maintain a daily common conference period for each grade level to promote planning and professional learning communities (PLC). <b>Strategy's Expected Result/Impact:</b> Increased student achievement, growth in teacher knowledge and skills <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide positive and meaningful work experiences and intentional activities designed to promote a positive culture at CE. <b>Strategy's Expected Result/Impact:</b> Positive campus morale, continue high teacher retention rates <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Support and encourage staff members in efforts to add certifications or advance in personal higher education coursework/degrees <b>Strategy's Expected Result/Impact:</b> Increased capacity for staff members to acquire more knowledge and skills <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources, Campus Administrators	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 1:** Provide safe facilities

**Evaluation Data Sources:** End of year reports, ongoing assessment/review of facilities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Practice, employ and communicate emergency response procedures (shelter in place, lock down, relocation plan, unification plan, etc) <b>Strategy's Expected Result/Impact:</b> All staff and students understand emergency routines and procedures <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain and utilize cameras on campuses and buses <b>Strategy's Expected Result/Impact:</b> Cameras provide information where the need arises <b>Staff Responsible for Monitoring:</b> Director of Technology, Director of Transportation, Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain and utilize magnets/internal locks on all classroom doors and auto-lock systems on all external doors <b>Strategy's Expected Result/Impact:</b> Secure classrooms/facilities <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Maintain partnership with local law enforcement to employ School Resource Officer <b>Strategy's Expected Result/Impact:</b> School Resource Officer available when needed <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Ensure school entryways are physically secure with limited access to the building. All visitors to sign in and out using Positive Proof visitor management system and must wear name tags. <b>Strategy's Expected Result/Impact:</b> Secure facilities, awareness of all visitors on campus <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Maintain all staff members have ID badges <b>Strategy's Expected Result/Impact:</b> District staff are easily recognizable <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue to require all volunteers to complete a criminal history background check prior to volunteering <b>Strategy's Expected Result/Impact:</b> Increased safety for staff and students <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 2:** Provide a safe environment for students (physically, emotionally, socially)

**Evaluation Data Sources:** Sandy Hook Promise End of Year Reviews, Safety and Security Audits, Safe and Drug-Free Schools Reports, Measurable Results Assessments survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Maintain guidance lessons by the counselor that fosters and nurtures a physically, emotionally, and socially safe learning community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive learning environment, fewer discipline reports, positive results on Measurable Results Assessments survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote a positive and connected school environment through the use of programs (Leader in Me, 7 Habits, CIS, PALS, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff have an increased sense of overall well-being, positive feedback on the Measurable Results Assessment survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide direct instruction PK-5 on internet safety and digital citizenship and maintain systems for monitoring student safety (Go Guardian, Gaggle, monitoring and filtering technology, Common Sense Media)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity for staff and students in the area of digital safety</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Technology Integration Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Promote physical activity, healthy food choices, and inform of the dangers of drugs/alcohol/tobacco use with the implementation of CATCH K-5 .</p> <p><b>Strategy's Expected Result/Impact:</b> Healthy students with strong sense of well-being and positive attitudes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, PE Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Partner with Sandy Hook Promise for the following programs and ensure appropriate response procedures are in place: Say Something, Start with Hello, Suicide</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated efforts for social-emotional and mental health well-being</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Develop and implement campus schedules that intentionally provide time for social-emotional instruction and practices (counseling groups, learning through play, leadership academies, etc) <b>Strategy's Expected Result/Impact:</b> Coordinated campus efforts for social-emotional health of students <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Ensure resources are in place to address basic needs of students (Homeless Liaison, CIS, Food Pantries, Clothes Closets, etc) <b>Strategy's Expected Result/Impact:</b> Coordinated efforts between campus and outside resources that meet the needs of the students <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Maintain campus-wide efforts to increase bullying awareness including the Start with Hello Program <b>Strategy's Expected Result/Impact:</b> Decreased bullying reports <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Maintain opportunities to develop leadership skills, through reading buddies, campus leadership roles, classroom leadership roles and Start with Hello Program <b>Strategy's Expected Result/Impact:</b> Display of leadership skills through opportunities on and off campus by CE students <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Utilize the Leader in Me online platform for social, emotional, and leadership lessons and The 7 Habits of Happy Kids, and the use of the Leader in Me student activity guides. <b>Strategy's Expected Result/Impact:</b> Students will know The 7 Habits of Happy Kids and apply these habits in their lives <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Provide a campus Behavior Coach Specialist for increased behavioral support <b>Strategy's Expected Result/Impact:</b> Fewer discipline reports, RtI Documentation, End of Year RtI Report, Measureable Results Assessments survey <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Maintain Threat Assessment Team to monitor and respond to reports for 2021-2022 <b>Strategy's Expected Result/Impact:</b> Efficient organized reporting system to respond to students in need of assistance <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

# Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	7			\$0.00
<b>Sub-Total</b>					\$0.00
199- Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	3			\$0.00
3	2	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

### Campus Improvement Interventions from TAIS -

- ❖ **Hispanic 5<sup>th</sup> grade students had a 58% passing rate on the 5<sup>th</sup> grade Science STAAR.**
- ❖ **4<sup>th</sup> grade students coded Economically Disadvantaged had a passing rate of 63.89% on the 4<sup>th</sup> grade STAAR Writing assessment.**

### Interventions to address statements above:

- 2015-16:
  - “Super Science Fridays” for 4<sup>th</sup> & 5<sup>th</sup> grade during Falcon Time to increase hands-on Science investigations
  - Collaborative Planning Days (District-wide): Science teachers collaborated across campuses for lesson planning, resulting in increased hands-on investigations within the classroom
  - Writing Workshops/Trainings: Gretchen Bernabei, TEPSA STAAR Writing, Barry Lane, Balanced Literacy (Reader’s Workshop)
  - District-wide Writing Vertical Alignment Committee met to address writing curriculum and alignment K-12
- 2016-17:
  - 3<sup>rd</sup>-5<sup>th</sup> grade will be team teaching, which will allow more instructional time to be devoted to Science instruction and Writing Instruction
  - Family Science Education Night
  - Phonics Adoption which will address improving writing skills K-5
  - Reader’s/Writer’s Workshop will continue which will increase Writing skills.
  - Emphasis on writing throughout school (CE newsletter, sharing writing during announcements, writing buddies, student blogs, writing clubs, student writing in PTA newsletter, etc.)

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# Lake Dallas Independent School District

## Lake Dallas Elementary School

### 2021-2022 Campus Improvement Plan



# **Mission Statement**

Engage all students to reach their academic and social potential

## **Vision**

A dynamic model of future focused education

## **Value Statement**

Students come first

Everyone deserves respect

Student success is the shared responsibility of students, families, communities, and Lake Dallas ISD

Continuous improvement is essential for the success of Lake Dallas ISD

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Dallas Elementary (LDE) is a neighborhood school with most students residing within a couple of miles of the campus. Although campus enrollment has remained fairly consistent with an average of between 630 and 650 students, 2020-2021 saw a drop with enrollment being at 600. The grade level with the smallest enrollment was kindergarten. Mobility rates continue to be higher than the district average (LDE 13.8%, 2018-2019). Since 2009, attendance rates have been consistently over 96%. A school wide focus on attendance has had positive outcomes. 2021-2022 will be the 11th year as a Title I campus. The percentage of Economically Disadvantaged students has grown:

- AEIS 2011-2012 – 49% to TAPR 2020-2021 – 60%.

The ethnic distribution in 2012 (AEIS 2011-2012) revealed a mostly white demographic (60%) with a growing Hispanic population (31%). Current demographics reflect a shifting demographic (TAPR 2020-2021):

- White – 42.7%
- Hispanic – 42%
- African American – 7%.

Campus staff ethnicities are generally reflective of student ethnicities. Campus student information (TAPR 2020-2021) shows several areas in which campus groups are higher than district groups:

Economically Disadvantaged (ELs) – campus – 60%, district 40%, state – 60%

- English Learners – campus – 21%, district – 9%, state – 20.3
- At-Risk – 47% campus, 36% district, state – 50% and
- Mobility – 13.8% campus, 10.4% district, state – 15%

Class sizes for each grade level vary between 16 and 19 students per teacher.

The campus continues to seek out and employ multiple staff members who are bilingual to facilitate communication with our growing Hispanic population.

During the 2019-2020 school year, 5th grade began a Genius Hour in which students chose something of interest to plan for and create/perform/display. The goal is to have all grades participate in Genius Hour. By the 3rd quarter of the school year, 3rd grade was planning for their participation in Genius Hour. Over 200 students participate in school activities, which include: physical activity clubs, cooking, knitting, folk dancing, and video announcements. During the 2020-2021 school year, 5<sup>th</sup> grade began genius hour again once some of the health guideline restrictions allowed for students to move around the

building. In January 2013, LDE utilized Title I funds to acquire a Communities in Schools Program Manager for the campus. 2013-2014 was the first year to have CIS year-round, and the program will be continued through 2021-2022. LDE works in collaboration with CIS to develop the CIS Needs Assessment.

### **Demographics Strengths**

- LDE has over 100 students served by CIS.
- Continued 96% attendance rate - Increased attendance was observed on days in which students either planned for a Genius Hour or participated in a Genius Hour.
- Plans for continued opportunities for a variety of clubs, including during and after school to ensure as many students as possible can participate.
- Bilingual staff throughout campus departments comprising various roles within the departments.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** LDE LEP students had a lower percentage of "approaches or above" in all grades compared to campus % on STAAR reading 2021. **Root Cause:** Increased numbers of this sub-population, combined with overlapping categories of challenge (mobility rates, learning challenges), create barriers to learning

# Student Learning

## Student Learning Summary

### STAAR (Spring 2021 Administration)

The campus utilized a variety of researched-based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-2, the campus utilized Fountas and Pinnell Benchmark Assessment kits, Moby Max adaptive learning, early literacy small groups, Title 1 reading groups, goal setting, etc.

### STAAR Results Spring 2021:

3rd grade Reading – 67.42% (approaches)

Meets – 24.72%

Masters – 15.73%

ED – 64.52% (approaches)

LEP – 60.71% (approaches)

SPED – 25.00% (approaches)

3rd grade Math – 55.68% (approaches)

Meets – 20.45%

Masters – 4.55%

ED – 47.54% (approaches)

LEP – 55.56% (approaches)

SPED – 33.33% (approaches)

4th grade Reading – 52.87% (approaches)

Meets – 27.59%

Masters – 11.49%

ED – 43.64% (approaches)

LEP – 11.11% (approaches)

SPED – 28.57% (approaches)

4th grade Math – 60.47% (approaches)

Meets – 30.23%

Masters – 16.28%

ED – 51.85% (approaches)

LEP – 27.78% (approaches)

SPED – 21.43% (approaches)

4th grade Writing – 46.07% (approaches)

Meets – 13.48%

Masters – 3.37%

ED – 33.93% (approaches)

LEP – 11.11% (approaches)

SPED – 26.67% (approaches)

5th grade Reading – 73.33% (approaches)

Meets – 42.86%

Masters – 20.00%

ED – 72.88% (approaches)

LEP – 55% (approaches)

SPED – 33.33% (approaches)

5th grade Math 73.79% (approaches)

Meets – 39.81%

Masters – 22.33%

ED – 66.67% (approaches)

LEP – 35% (approaches)

SPED – 16.67% (approaches)

5th Science – 63.81% (approaches)

Meets – 21.90%

Masters – 10.48%

ED – 55.93% (approaches)

LEP – 35% (approaches)

SPED – 16.67% (approaches)

Response to Intervention Committee (RtI) continued to focus on student success for students in the RtI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to the curriculum and included the use of Title I instructional assistants for support. Moving forward, there will be two 30 minute Tier 2 times designated for targeted interventions (one for math and one for literacy). Tier 2 Time will allow for academically high students to receive individualized instruction. Many opportunities such as the spelling bee, chess, robotics and UIL events give students opportunities to advance and excel in academics. Services provided to Special Education students have been a

focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with the shift to add a third resource teacher and training for MTA dyslexia instruction. The additional resource teacher will allow a more efficient schedule for pushing into content-area instruction.

### **Student Learning Strengths**

STAAR (Spring 2021 Administration)

- High Majority of STAAR scores were above the Region and State scores
- 1st (and only) administration of 5th reading/math produced over 70% passing rates

Teachers began utilizing Moby Max adaptive learning software daily to target and track progress.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** LDE EL students consistently performed lower than "all students" on the 2021 reading and math STAAR - average of 18 percentage points lower in all categories with 4th grade reading being 53 points lower and 4th grade math at 35 points lower. **Root Cause:** Language Acquisition difficulties, loss of instruction from the 19-20 SY, remote learning barriers, lack of guided reading instruction

# School Processes & Programs

## School Processes & Programs Summary

LDE is beginning a transition from Transitional Early Exit bilingual programming to Dual Language bilingual programming. LDE has partnered with Region 11 to ensure the implementation is aligned to the state bilingual framework requirements. This process will take place over the course of several years, beginning with the addition of signage in both Spanish and English, authentic Spanish Texts, and a bilingual curriculum for kindergarten and 1<sup>st</sup> grade.

The district/campus continued the use of TEKS Resource System curriculum for 2020 -2021. Students began working in Moby Max adaptive learning software for at least 20 minutes per day to ensure the use of a research-based targeted learning system was utilized.

All students are leveled in their reading using the Fountas and Pinnell system at BOY, MOY and EOY. NWEA MAP testing will begin during the 2021-22 school year.

STAAR interim assessments were given to students in grades 3-5.

Multiple opportunities for student tutorials were provided throughout the school year. Individual teachers, special area teachers, CIS tutorials, as well as campus-wide efforts to provide extended learning to students through tutorials and open library, were all available in 2020-2021.

Targeted instruction will continue for all students during math and reading Tier 2 Time. Targeted instruction was defined for students through the RTI process. The high majority of all pull-out services occurred during Falcon Time in order to protect the integrity of curriculum instruction in the classrooms.

All components of SSI that were not waived, including accelerated instruction, as required by the state were followed and implemented with fidelity.

Along with the campus-wide utilization of Falcon Time, a campus-wide master schedule was maintained for special area scheduling purposes - special education pull-out and inclusion, ESL inclusion, etc.

Teacher retention rates remained high, with the majority of changes resulting from internal moves and retirement.

New and returning teachers received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. The virtual professional development option that has become common allowed for more flexibility when attending trainings.

LDISD continued with T-TESS as the Teacher Evaluation Tool of choice. Training was provided as recommended. Local decisions determined district/campus procedures. T-PSS was utilized for district administrators.

Strong efforts were made by the campus to recruit new staff members for the 2021-2022 school year. Multiple applicants for each open position were carefully considered.

Each classroom is equipped with a ClearTouch interactive board. Professional development is provided to teachers on technology equipment yearly and as

needed throughout the year.

Teachers have access to multiple media resources daily-- Classlink, Skyward, Gradebook, Gmail, Eduphoria, etc.

Wireless access points are available for 100% of the campus, including the library, front office, and conference room.

The Campus Technology Integration Specialist is now filled with a bilingual certified educator to ensure the integrated approach to technology is equitable for all students.

Equipment for the purpose of assisting with ESL translation during parent meetings and programs is available.

LDE will continue to have 2 full-day PreK sections, both taught by certified teachers.

The Threat Assessment Team (now called Safe and Supportive Schools Program team or SSSP team) was created during the 2019-2020 school year as an organized means of assessing the needs of addressing students in need of assistance with a team available at each campus. The SSSP teams will continue for the 2021-2022 school year.

### **School Processes & Programs Strengths**

-PLCs are highly utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction. The Campus Leadership Team (CLT), which includes administrators, RtI Specialist, ESL Specialist, SPED Lead, Technology Integration Specialist, and instructional coach also meet to ensure all team members are on the same page.

-Two Falcon Times are utilized for all pull-out services--Title One, CIS, Early Literacy, ESL, Speech, GT, dyslexia, etc. This allowed the remainder of the school day to be free from pull-outs from the classroom.

-LDE had a low turnover rate in summer 2021. Most changes were due to shifts within the district or relocation of an immediate family member.

-Campus specific trainings were offered in the areas of technology, assessment, literacy, classroom management, policies and procedures, school safety, etc.

-PLCs were utilized for staff development and trainings throughout the year. Planning for PLCS was flexible and timely and included relevant topics such as assessment, guided reading, word walls, writer's workshop, guided math, etc.

-The campus has a library media specialist on campus who is available as a resource for both students and staff and will be included in the specials rotation in the 2021-2022 school year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Lack of high quality substitutes available **Root Cause:** Teacher absences due to typical illness and factors related to COVID-19, along with substitute

apprehension to be on campus.

**Problem Statement 2 (Prioritized):** ELLs and EcoDis sub-populations performed considerably lower than the "All Students" categories in multiple STAAR Assessments. **Root Cause:** Teachers need training and support on instructional strategies to meet the differentiated needs of all learners, especially in the area of Reading.

# Perceptions

## Perceptions Summary

In a typical year, students at LDE are generally happy and content on campus. Multiple opportunities for activities and involvement contribute to the positive attitudes about school. Teachers are also typically happy and content for the most part. However, this school year presented a set of challenges due to health concerns, restrictive health guidelines, and the required rigor for addressing student academic needs.

For the 2021-2022 school year, in alignment with applicable health guidelines, the goal is for the campus to return to a more typical routine that parents, teachers, and students are comfortable with. Daily operations within the school--discipline, communications, schedules, are continuously monitored and adjusted to ensure the best processes and systems are in place.

LDE will continue facilitating Genius Hour, Leader in Me, PALS, CEIC, Healthy Families conferences, staff development, etc.

In 2021-2022, LDE will resume campus events and traditions that had to be canceled in compliance with health guidelines. Campus leadership and teachers will work to re-engage the community by resuming activities such as Family Fun Nights, parent education meetings, multicultural events, inviting high school students to the campus for parades, pep rallies, and for PALS, etc.

The introduction of our Communities in Schools program manager in January 2013 allowed the campus more freedom and abilities to meet the needs of students. Food, clothing, social, and health needs were/are now addressed more easily which is of great influence to the campus climate in many ways. This program will continue through 2021-2022.

The district revisited safety procedures and protocols, as they do every year. This review resulted in slight adjustments to policies involving front office procedures, background checks, and school-wide safety drills. In 2021-2022, the campus continues to have stringent guidelines and procedures in place.

A proactive stance on social-emotional health (SEL training, counseling groups, The Leader in Me) will continue for the 2021-2022 school year. Campus administrators and the counselor update teachers in regards to the monitoring the social-emotional health of students and the obligation to report concerns to administration for review.

LDE continues to update the Community Resource Center on campus, which has resulted in more English-speaking parents, more involved fathers, a more welcoming campus, and additional centers at other campuses. The program has continued, but parent participation has declined during the past school year due to restrictive health guidelines.

LDE will resume multiple outreach opportunities for families in need during 2021-2022--Back to School Health Fair (health services and school supplies), Clothes Closet, Community Nights, Texas Health Steps, Food 4 Kids, Dental visits and supplies, etc.

Collaboration with local services was strong in 2020-2021--Fire dept, parks and rec, public library, etc.

Grade-level programs and events were held throughout the year, as allowed. Translation equipment was utilized to assist with communication during parent meetings and campus programs and events.

## Perceptions Strengths

- Daily routines and duties are set from the first day and made clear to all staff. Also, daily routines are provided to parents and students in a clear and efficient manner
- Campus utilized a campus Google Site, Google Docs and Gmail calendars for shared documents and reservations of computer labs, art room, MPR, etc.
- Parent meetings will be held campus-wide and by individual grade levels. Also, newsletters, emails, and call out systems were used frequently by teachers and staff to communicate with parents.
- The positive and warm family feel of LDE is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to stakeholders.
- The campus successfully completed year four of "The Leader in Me" and will be applying for Lighthouse status in the fall of 2021.
- Staff is generally pleased and happy to be at work.
- Staff meetings were reduced and consolidated. Email, PLCs, small group meetings, and committees were utilized for communication more frequently resulting in meaningful discussions and stronger participation.
- Student recognition is a daily occurrence on campus. Student recognition occurs often and frequently regarding school events. Students also have many opportunities to participate in student groups and activities ( KC Club, Little Dribblers, Choir, Robotics, Chess Club, etc) which make school an enjoyable place to be.
- Communities in Schools serves over 100 students at LDE resulting in the reduction of student stress, student hunger, and assurance of other basic needs being met.
- Teacher leadership programs (LD2, Master Teachers, Campus Leadership opportunities) have allowed teachers to grow and learn as leaders on campus.
- Continuation of Communities in Schools on campus was a definite strength. Having our own program manager allowed coordination of resources to meet the needs of students.
- The Community Resource Center will resume hosting multiple workshops and learning opportunities for parents

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students and parents felt disconnected from campus this school year. **Root Cause:** The health guidance protocols set limitations on activities and the learning environment restricted parent access to campus.

**Problem Statement 2:** The participation in our parent education program which is intended for our LEP population and any interested stakeholder has declined significantly.

**Root Cause:** A large number of our LEP families are hesitant to participate in virtual programs.

**Problem Statement 3:** Not all students have experienced "The Leader in Me" with the same expectations and fidelity **Root Cause:** Although considerable progress has been made, "The Leader in Me" program was not implemented equally across classrooms.

**Problem Statement 4:** Campus-wide events cause parking challenges **Root Cause:** Parking is limited and sometimes parents have to walk around the building to the main entrance

# Priority Problem Statements

**Problem Statement 1:** LDE LEP students had a lower percentage of "approaches or above" in all grades compared to campus % on STAAR reading 2021.

**Root Cause 1:** Increased numbers of this sub-population, combined with overlapping categories of challenge (mobility rates, learning challenges), create barriers to learning

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** LDE EL students consistently performed lower than "all students" on the 2021 reading and math STAAR - average of 18 percentage points lower in all categories with 4th grade reading being 53 points lower and 4th grade math at 35 points lower.

**Root Cause 2:** Language Acquisition difficulties, loss of instruction from the 19-20 SY, remote learning barriers, lack of guided reading instruction

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** ELLs and EcoDis sub-populations performed considerably lower than the "All Students" categories in multiple STAAR Assessments.

**Root Cause 3:** Teachers need training and support on instructional strategies to meet the differentiated needs of all learners, especially in the area of Reading.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





- Other additional data

# Goals

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 1:** Actively seek opportunities to tell our story





**Evaluation Data Sources:** Campus newsletters, campus website, campus Twitter account

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide stories, updates, success to the community through varied outlets (website, emails and text messages through Blackboard messaging system, and Twitter)</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school community feedback on Measurable Results Assessment (survey) in the spring semester from families and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize students and staff at LDISD School Board meetings throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school community feedback on Measurable Results Assessment (survey) in the spring semester from families and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 2:** Engage in practices that encourage enrollment in LDISD





**Evaluation Data Sources:** Review of transfer applications, response to early registration

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate via multiple methods pre-kindergarten and kindergarten enrollment events and details early in the second semester <b>Strategy's Expected Result/Impact:</b> High numbers of pre-kindergarten and kindergarten enrollment prior to August 2022 <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host campus activities that engage new families (tours, registration events, Falcon signs, etc.) <b>Strategy's Expected Result/Impact:</b> High numbers of pre-kindergarten and kindergarten enrollment prior to August 2022 <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 1:** Increase community connections to LDE and LDISD

**Evaluation Data Sources:** Survey results from the MRA in the spring, volunteer logs, records of attendance at events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Partner with local organizations to meet the needs of LDE students and families (Back to School Fair, Love For Kids, Spirit of Christmas, Lake Cities and North Texas Food Banks, Lions Club, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families needs are met</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase community involvement through volunteers (PTA, career days, mentoring, retirees, WatchDogs, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Volunteer log from Positive Proof sign in system</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host a leadership event during the school day for community leaders and families to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Lighthouse Team</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Partner with Communities in Schools (CIS) to meet LDE student and family needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staffing connections, campus program growth, a continuation of services/benefits to LDE students/families</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 2:** Strengthen family connections to LDE and LDISD

**Evaluation Data Sources:** Survey results from the Measurable Results Assessment (MRA survey) in the spring semester, volunteer logs, records of attendance at events


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase classroom teacher communication with families in various ways including, but not limited to the following: phone calls, conferences, monthly newsletters, Monday folders, daily folders in pre-kindergarten and kindergarten, grades in skyward, emails and text messages through the Blackboard messaging system, and family announcements in Seesaw</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results regarding school communication from the MRA in the spring</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement student-led parent conferences at the end of the first grading period and during the third grading period in all grades through the use of student leadership notebooks</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in family involvement and attendance at student-led conferences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase campus PTA memberships among parents and faculty</p> <p><b>Strategy's Expected Result/Impact:</b> 100% faculty membership and increase in parent membership</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer opportunities for family participation in campus meetings for information on LDE initiatives (Leader in Me, Digital Citizenship, curriculum nights, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in family involvement in campus events</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Create and share a monthly campus family newsletter to spotlight the events and learning occurring at Lake Dallas Elementary</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school community feedback on MRA survey in the spring semester from</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

families, staff, and students

**Staff Responsible for Monitoring:** Campus Administrators

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 3:** Provide opportunities for adult learning and parent education programs

**Evaluation Data Sources:** Website, Twitter, marquee, Sign-in sheets, program evaluations, surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Partner with District Program Coordinators to provide learning opportunities for families for specialized content in all special program areas (ESL/Bil, GT, Special Education, Dyslexia, etc.) <b>Strategy's Expected Result/Impact:</b> Increased communication and knowledge of programming <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide parent education programs through the LDISD parent education liaison (health & wellness, communication, language acquisition, academics, homework, and other needed content) <b>Strategy's Expected Result/Impact:</b> Increased adult interaction/engagement across district, increased comfort level of parents <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.





**Performance Objective 1:** Third grade students will meet district goals on the STAAR in Reading and Math as set/revised by the LDISD School Board in January 2021.

**HB3 Goal**

**Evaluation Data Sources:** District and state assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a daily master schedule with two targeted instruction times (Tier 2 Time), one for literacy and one for math  <b>Strategy's Expected Result/Impact:</b> An increase in student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a reading specialist to intervene in the early childhood literacy program  <b>Strategy's Expected Result/Impact:</b> An increase in students' achievement in literacy  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a bilingual interventionist to support language learners in native and English language acquisition  <b>Strategy's Expected Result/Impact:</b> An increase in students' achievement in literacy, increased scores on assessments  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> PreK students identified as performing below grade level in Reading on the Circle Progress Measure will be provided intensive literacy interventions.  <b>Strategy's Expected Result/Impact:</b> TAPR            90% of PreK students will score on grade level or above in Reading on the Circle Progress Measure  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, RtI Specialist, Bilingual Interventionist, PreKindergarten Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Kindergarten students identified as performing below grade level in literacy on the TX-KEA will be provided intensive literacy interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR 90% of Kindergarten students will score on grade level or above on literacy on the TX-KEA</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, RTI Specialist, Bilingual Interventionist, Kindergarten teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 1st through 5th grade students identified as performing below grade level in Reading on the NWEA MAP (Measure of Academic Progress) will be provided intensive literacy interventions</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of 1st - 5th grade students will score on grade level or above in Reading on the NWEA MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, RTI Specialist, Bilingual Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> PreKindergarten students identified as performing below grade level in Math on the Circle Progress Measure will be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR 90% of PreKindergarten students will score on grade level or above in Math on the Circle Progress Measure</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RTI Specialist, Bilingual Specialist, Prekindergarten teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Kindergarten students identified as performing below grade level in Math on the TX-KEA be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR 90% of Kindergarten students will score on grade level or above in math on the TX-KEA</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RTI Specialist, Bilingual Specialist, Kindergarten teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> 1st through 3rd grade students identified as performing below grade level on the NWEA Measure of Academic Progress (MAP) screener will be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR 90% of 1st through 3rd grade students will score on grade level or above on the NWEA MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RtI Specialist, Bilingual Specialist, Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 2:** Provide interventions to increase the performance of all special populations (Special Education, LEP, RTI/MTSS, Dyslexia, etc.)

**Evaluation Data Sources:** Student achievement data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ESL Specialist on campus to support (provide interventions to beginning and intermediate students, build instructional capacity of Bilingual/ESL staff, facilitate implementation of the LDISD Bilingual/ESL programming goals/objectives, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement on district and state assessments including TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 General Funds, - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide an RtI/MTSS Specialist on the campus for support (lead campus procedures, hold progress monitoring meetings, maintain documentation, assist teachers in providing interventions and instructional support, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement data on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a GT Specialist on the campus for support (facilitate implementation of the LDISD GT programming goals/objectives, etc.) and to serve identified GT students through a pull-out program</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement on state and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 199 - State Gifted and Talented Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Maintain "Take Flight" trained general education therapists to serve general education dyslexia students and train special education teachers in MTA to support students served through special education identified with dyslexia</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement data on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Offer full day pre-kindergarten for the 2021-2022 school year. <b>Strategy's Expected Result/Impact:</b> Increase in kindergarten readiness <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 199 State Compensatory Education (SCE)	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 3:** Utilize instructional technology in all classrooms PK-5

**Evaluation Data Sources:** MRA survey results, Bright Bytes survey results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide online access to instructional materials to teachers and students <b>Strategy's Expected Result/Impact:</b> An increase in student engagement on the MRA survey results and through classroom walk-through data <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide instructional tools to create lesson plans that are easily accessible to instructional staff (Eduphoria, TEKS Resource System, Skyward, Seesaw) <b>Strategy's Expected Result/Impact:</b> Staff survey results on the MRA <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Integrate digital tools into classroom instruction PK-5 <b>Strategy's Expected Result/Impact:</b> An increase in student engagement <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 1:** Lake Dallas Elementary will recruit fully certified, highly qualified staff

**Evaluation Data Sources:** Staff certifications





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a stipend for Bilingually certified teachers <b>Strategy's Expected Result/Impact:</b> Retain and recruit bilingual teachers <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resource, Program Director	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize walk-through data to identify and provide targeted professional development throughout the school year <b>Strategy's Expected Result/Impact:</b> Staff development will meet all staff needs. <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Assign a campus mentor for first year teachers and offer support for all teachers with less than 3 years of teaching experience <b>Strategy's Expected Result/Impact:</b> Teachers within the first three years of teaching will remain teaching on the campus <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Assign a buddy teacher to veteran teachers new to the campus and grade level <b>Strategy's Expected Result/Impact:</b> Retention of teachers will be 90% or higher <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide positive and meaningful work experiences, and intentional activities designed to promote a positive culture on all LDISD campuses <b>Strategy's Expected Result/Impact:</b> Positive campus morale, continued high teacher retention rates <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs) <b>Strategy's Expected Result/Impact:</b> Student achievement and teacher knowledge of best practices will increase <b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum <b>Strategy's Expected Result/Impact:</b> Staff's knowledge of best practices will increase, thus increasing student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Continue to provide a Technology Integration Specialist to train staff and assist in technology integration in the classroom <b>Strategy's Expected Result/Impact:</b> Staff will integrate technology across the curriculum <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 1:** Provide safe facilities

**Evaluation Data Sources:** End of year reports, ongoing assessment/review of facilities





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Practice, employ, and communicate emergency response procedures (shelter in place, lock down, relocation plan, unification plan, etc.) <b>Strategy's Expected Result/Impact:</b> All staff and students understand emergency routines and procedures <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain and utilize magnets/internal locks on all classroom and all applicable instructional area doors and auto-lock systems on all external doors <b>Strategy's Expected Result/Impact:</b> Secure classrooms/facilities <b>Staff Responsible for Monitoring:</b> Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Practice safety and emergency response procedures with students prior to each drill throughout the school year <b>Strategy's Expected Result/Impact:</b> Students will recognize and follow the emergency routines and procedures <b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Maintain safety procedures: registered hang tags for afternoon pick up, limited access to building, and requirement of all visitors to sign in and out using the Positive Proof visitor management system and wear name tags <b>Strategy's Expected Result/Impact:</b> Procedures in place for the safety of our students <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continue to require all volunteers have completed the criminal history background check prior to volunteering <b>Strategy's Expected Result/Impact:</b> Increase in the safety of our students <b>Staff Responsible for Monitoring:</b> Campus administrators, Secretary	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 2:** Provide a safe environment for students (physically, emotionally, socially)

**Evaluation Data Sources:** Sandy Hook Promise end of year reviews, Safety and Security Audits, Safe and Drug Free Schools Report, MRA survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a behavior coach on the campus to increase behavioral RtI/MTSS support <b>Strategy's Expected Result/Impact:</b> Decrease in discipline reports, MRA results, End of year RtI report, RtI documentation <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Promote a positive and connected school environment through the use of the Leader in Me program <b>Strategy's Expected Result/Impact:</b> MRA results from students, staff and families <b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Coordinators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide direct instruction, PK-12 on internet safety and digital citizenship and maintain systems for monitoring student safety (Go Guardian, Gaggle, monitoring and filtering technology, Common Sense Media, etc.) <b>Strategy's Expected Result/Impact:</b> Increased capacity for staff and students in the area of digital safety <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Promote physical activity, healthy choices, and inform students of the dangers of drugs/alcohol/tobacco use with the implementation of CATCH K-8 <b>Strategy's Expected Result/Impact:</b> Healthy students with a strong sense of well-being and positive attitudes <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, PE teacher	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continuation of campus-wide efforts to increase bullying awareness including the Start with Hello program <b>Strategy's Expected Result/Impact:</b> Decrease in bullying reports <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Continue to provide daily social emotional learning utilizing The Leader in Me through the inclusion of the leadership block in the master schedule</p> <p><b>Strategy's Expected Result/Impact:</b> Students will apply The Seven Habits of Happy Kids to their lives and develop leadership skills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Ensure resources are in place to address basic needs of students (Homeless Liaison, Communities in Schools, Food Pantries, Clothes Closets, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated efforts between campus, district and outside resources that meet the needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, CIS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Students are provided opportunities to develop leadership skills through reading buddies, school wide leadership roles, classroom leadership roles, and the Start with Hello program</p> <p><b>Strategy's Expected Result/Impact:</b> Students will display leadership skills through the various opportunities on and off campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Teachers will utilize The Leader in Me online platform for lessons on social emotional learning, leadership, and The Seven Habits of Happy Kids. Students will utilize The Leader in Me student activity guides</p> <p><b>Strategy's Expected Result/Impact:</b> The students will know The Seven Habits of Happy Kids and apply the habits to their lives at school and outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	2	1			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - State Gifted and Talented Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$0.00</b>

# Addendums

## COMPLIANCE ADDENDUM 2016-17

<b>Coordinated Health - SHAC Council</b>			
<b>Objective:</b> Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all elementary and middle schools with C.A.T.C.H. curriculum and network membership.			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>K-8 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on:</p> <ol style="list-style-type: none"> <li>1. Student fitness assessment data</li> <li>2. Student academic performance data</li> <li>3. Student attendance rates</li> <li>4. The percentage of students who are educationally disadvantaged</li> <li>5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity</li> <li>6. Any other indicator recommended by the local school health advisory council.</li> </ol> <p>Your SHAC has recommended the C.A.T.C.H. model of Coordinated School Health,</p>	C.A.T.C.H. Curriculum	SHAC Coordinator Campus Admin.	Evidence that Demonstrates Success is performance on state fitness tests.

## Discipline Management – Safe Environments

**Objective:** Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

**Objective:** Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI (Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	LDISD Website; Student Handbook	Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Continue to refine and expand campus activities in support of Safe & Drug Free Schools.		District SHAC Coordinator Campus Admin.	Campus activities support Safe & Drug Free Schools in a variety of ways.
Strategies	Resources	Staff Responsible	Evaluation
U.S. Dept, of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: <a href="http://www.justice.gov/uao/txe/programs/psc.html">http://www.justice.gov/uao/txe/programs/psc.html</a>	Counselors	Website posted on Counselors websites and Family Access.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website Counselor procedures	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

**New definition of bullying:** “In the Texas Education Code, bullying is now defined as; “engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- (2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.”

**Section 25.0342**—Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

**Section 28.002**—Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

**Section 37.0832**—Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or on a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student’s education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and, is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can’t be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district’s website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

### Dating Violence Awareness

**Objective:** The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.		Campus Admin. & Counselors	All teachers & administrators trained; all students and parents increased awareness

### Sexual Abuse and Maltreatment of Children

**Objective:** Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81<sup>st</sup> Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods to increase staff awareness of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees. Training records will be kept on file.	Online Training District e-course	Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

**State Compensatory Education: All Campuses (FASRG 9.2.3)**

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation. SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081]
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081]

**At Risk Students/Drop-Out Prevention**

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> <li>1. Results of audit of dropout records.</li> <li>2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade</li> <li>3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate.</li> <li>4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions</li> <li>5. Results of an evaluation of each school-based dropout</li> </ol>	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>

prevention program [TEC 11.255]			
<ul style="list-style-type: none"> <li>PGP Plans in place for all At-Risk grades 7-12.</li> <li>Monitor school leavers</li> <li>Consistent monitoring of performance results between students “at-risk” and other district students to determine disparity</li> <li>High-quality instruction and tiered intervention strategies aligned with individual student need</li> <li>Evaluation of school-based dropout prevention programs.</li> </ul>		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> <li>Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services.</li> <li>Attendance rates</li> <li>Pre- and post- assessment results</li> <li>Dropout rates</li> <li>Graduation rates</li> <li>Recidivism Rates</li> </ol>	Comp Ed	Director of DAEP Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates; reduced recidivism rates
<b>PREGNANCY RELATED SERVICES</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses each/every service:</p> <ol style="list-style-type: none"> <li>School Counseling</li> <li>School Health Services</li> </ol>	<p>PEIMS Coding PRS Program Funding Compensatory Education Funding Texas Health Resources</p>	<p>Records and documentation including:</p> <ol style="list-style-type: none"> <li>Verification of each pregnancy</li> <li>CEHI teacher’s log</li> </ol>	<p>Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.</p> <p>Graduation of PRS program.</p>

<p>3. Alternative education in the Dillard Non-Disciple Program School Transportation</p>	<p>Teenage Pregnancy Outreach Secondary Counselors</p>	<p>C. Copy of ARD &amp; IEP D. PRS entry date E. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date</p>	
<p><b>PRIORITY SERVICE FOR MIGRANT STUDENTS</b></p>			
<p><b>Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Evaluation</b></p>
<p>The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:</p> <ol style="list-style-type: none"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data</li> <li>3. Document federal, state, and local programs that serve PFS students</li> </ol> <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Title Program Coordinator  PEIMS Coordinator</p>	<p>Number of migrant students served  NCLB Compliance Report PBMAS</p>

# Lake Dallas Independent School District

## Shady Shores Elementary School

### 2021-2022 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

There were approximately 572 students enrolled at SSE. The mobility rate has remained at 8%. Economically Disadvantaged has hovered at 40% for the past 8 years. The ELL population has slightly decreased from 13% to 12%. The special education population has remained steady at 17%.

### Demographics Strengths

Though the mobility rate has increased slightly over the last few years, it remains low at 8%. Racial and ethnic diversity remains fairly constant. SSE continues to have low teacher to student ratios that are below the state ratio of 1:22.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The majority of the mobile student population is not on grade level in reading and/or math, and is Economically Disadvantaged. **Root Cause:** Students' multiple years of moving is causing gaps in their foundation of reading and/or math.

# Student Learning

## Student Learning Summary

The campus utilized a variety of researched based data sources in order to monitor student progress and draw conclusions regarding student achievement. In grades K-2, the campus has utilized Fountas and Pinnell, and Renaissance Learning Star Early Literacy and Star Reading to assess student learning. The RtI Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during Falcon Time, allowing full access to curriculum, and included the use of a Title I instructional assistant for support. Shady Shores Elementary is following the district's TAIS plan.

## Student Learning Strengths

Star Early Literacy middle of year assessment showed 93% of kindergarten students were on or above grade level. Star Early Literacy middle of year assessment showed 93% of first grade students on track to make a minimum of one's year growth or more. The RtI committee has addressed 35 students' academic and behavioral needs throughout the year with successful Tier II and Tier III interventions. Referrals were made to Special Education, Dyslexia, or 504 through the RtI committee. Third and fifth grade STAAR Reading results were above the state average. Fifth grade STAAR Science results were above the state average.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In first through third grade, 56%-64% are reading below grade level as assessed through Fountas and Pinnell. **Root Cause:** Students have gaps in their learning from the school closure in the spring of 2020 and the disruptions in learning during the 2020-2021 due to quarantine and/or virtual learning.

**Problem Statement 2 (Prioritized):** Third, fourth grade, and fifth grade students scored lower than the state average on STAAR math (2021). **Root Cause:** The rigor within the math curriculum and the students' lack of fundamentals.

**Problem Statement 3 (Prioritized):** Fourth grade students scored lower than the state average on STAAR reading (2021). **Root Cause:** There are gaps in students' learning due to the school closure in the spring of 2020.

# School Processes & Programs

## School Processes & Programs Summary

The district/campus continued the use of the TEKS Resource System for the 2020-2021 school year. All students are leveled in their reading using the Fountas and Pinnell system at BOY, MOY, and EOY. In addition, kindergarten through 1st grade utilized the Star Early Literacy assessment and second through fifth grade utilized Renaissance Star Reading and Math assessments.

## School Processes & Programs Strengths

Math, Reading, Science, and Social Studies curriculum are aligned with the TEKS through the TEKS Resource System. Teachers collaborate to meet the needs of all students. Falcon Time is being utilized for reteaching and small group instruction. PLC meetings allow for time to discuss assessments, analyze data, and make appropriate plans for intervention.

School wide implementation of support structures through scheduling to enhance learning and increasing student achievement is a strength. Specific focus on instructional improvement is aligned and effectively guided. School wide strategies are used to support effective classroom management across all content areas. School wide evaluation and implementation of assessments are analyzed and used to continuously improve and focus on student success. High expectations for student learning and staff performance are a focus at SSE. Most of this work occurs in PLC.

SSE continues to have low teacher-student ratio. SSE has a high staff retention rate with a variety of teachers possessing differing years of experience. 100% of the SSE staff are highly qualified teachers and paraprofessionals.

Technology increased significantly on campus in 2020-2021 with the addition of chromebooks for a one-to-one student ratio.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** According to the discipline data from the 18-19, 19-20, and 20-21 school years, prekindergarten and kindergarten students struggled with using self regulating skills. **Root Cause:** Students are beginning school with limited self regulating skills.

# Perceptions

## Perceptions Summary

SSE continues to have a low mobility rate of 8%. SSE provides a variety of methods of communication with families - Peachjar, marquee, Twitter, monthly school newsletters, the campus website, and the Blackboard messaging system.

## Perceptions Strengths

School wide traditions had to be paused due to COVID-19 restrictions. Unity Day and Red Ribbon Week continued to keep an emphasis on kind words and actions and healthy lifestyle habits. The fourth year of The Leader In Me and The 7 Habits of Happy Kids was implemented. Students received social emotional lessons during the Leadership Block. Leadership roles were held by students in the classroom.

According to the Leader in Me MRA survey, families feel that the school environment is welcoming and supportive, and events held campus wide or in the classroom built a sense of community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** On the Leader in Me MRA survey, parent perception of student-led achievement was 65%. **Root Cause:** Lack of opportunities for students to share their leadership notebooks, including their academic goals and tracking of their progress.

# Priority Problem Statements

**Problem Statement 2:** In first through third grade, 56%-64% are reading below grade level as assessed through Fountas and Pinnell.

**Root Cause 2:** Students have gaps in their learning from the school closure in the spring of 2020 and the disruptions in learning during the 2020-2021 due to quarantine and/or virtual learning.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Third, fourth grade, and fifth grade students scored lower than the state average on STAAR math (2021).

**Root Cause 3:** The rigor within the math curriculum and the students' lack of fundamentals.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Fourth grade students scored lower than the state average on STAAR reading (2021).

**Root Cause 4:** There are gaps in students' learning due to the school closure in the spring of 2020.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data





- Parent surveys and/or other feedback

# Goals

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 1:** Actively seek opportunities to tell our story.





**Evaluation Data Sources:** Campus newsletters, campus website, campus Twitter account

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide stories, updates, success to the community through varied outlets (website, emails and text messages through Blackboard messaging system, and Twitter)</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school community feedback on Measurable Results Assessment (survey) in the spring semester from families and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize students and staff at LDISD School Board meetings throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school community feedback on Measurable Results Assessment (survey) in the spring semester from families and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 2:** Engage in practices that encourage enrollment in LDISD





**Evaluation Data Sources:** Review of transfer applications, response to early registration

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate via multiple methods pre-kindergarten and kindergarten enrollment events and details early in the second semester <b>Strategy's Expected Result/Impact:</b> High numbers of pre-kindergarten and kindergarten enrollment prior to August 2022 <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host campus activities that engage new families (tours, registration events, Falcon signs, etc.) <b>Strategy's Expected Result/Impact:</b> High numbers of pre-kindergarten and kindergarten enrollment prior to August 2022 <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 1:** Increase community connections to SSE and LDISD

**Evaluation Data Sources:** Survey results from the MRA in the spring, volunteer logs, records of attendance at events





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Partner with local organizations to meet the needs of SSE students and families (Weekend Wonders, Lion's Club, community churches, Spirit of Christmas, Back to School Health Fair)</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families needs are met</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Host a leadership event during the school day for community leaders and families to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Team</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase community involvement through volunteers (i.e. Foster Grandparents Program, reading mentors, career days, Watch DOGS)</p> <p><b>Strategy's Expected Result/Impact:</b> Volunteer Log from Positive Proof sign in system</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 2:** Strengthen family connections to SSE and LDISD

**Evaluation Data Sources:** Survey results from the Measurable Results Assessment (MRA survey) in the spring semester, volunteer logs, records of attendance at events





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase classroom teacher communication with families through phone calls, conferences, monthly newsletters, Monday folders, daily folders in pre-kindergarten and kindergarten, student planners in first through fifth grades, emails and text messages through the Blackboard messaging system, and family announcements in Seesaw</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results regarding school communication from the MRA in the spring</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement student-led parent conferences at the end of the first grading period and during the third grading period in all grades through the use of student leadership notebooks</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in family involvement and attendance at student-led conferences</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase campus PTA memberships among parents and faculty</p> <p><b>Strategy's Expected Result/Impact:</b> 100% faculty membership and increase in parent membership</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Host family nights involving activities to increase students' achievement in literacy, math, science, and 7 Habits of Happy Kids.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in family involvement in campus events</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, Librarian</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Create and share a monthly campus family newsletter to spotlight the events and learning occurring at Shady Shores Elementary <b>Strategy's Expected Result/Impact:</b> Positive school community feedback on MRA survey in the spring semester from families, staff, and students <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Each grading period promote and share the student-created Finding Our Voice Newsletter through varied outlets (website, Twitter, emails, and text messages through the Blackboard messaging system) <b>Strategy's Expected Result/Impact:</b> Positive school community feedback on MRA survey in the spring semester from families, staff, and students <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 3:** Provide opportunities for adult learning and parent education programs

**Evaluation Data Sources:** Website, Twitter, marquee, student agendas or daily folders

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide training for families in The 7 Habits of Highly Effective Families in the fall and spring semesters</p> <p><b>Strategy's Expected Result/Impact:</b> An increase knowledge of the 7 Habits of Highly Effective Families and an increase in family engagement on the MRA survey results</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partner with District Program Coordinators to provide learning opportunities for families for specialized content in all special program areas (ESL/Bil, GT, Special Education, Dyslexia, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and knowledge of programming</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide parent education programs through the LDISD parent education liaison (health &amp; wellness, communication, language acquisition, academics, homework, and other needed content)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased adult interaction/engagement across district, increased comfort level of parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 1:** Third grade students will meet district goals on the STAAR in reading and math as set/revised by the LDISD Board of Trustees in January 2021.

**HB3 Goal**

**Evaluation Data Sources:** District and state student achievement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a daily master schedule with two targeted instruction times (Falcon Time), one for literacy and one for math  <b>Strategy's Expected Result/Impact:</b> An increase in student achievement  <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Title I Educational Aide (100%) - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a reading specialist to intervene in the early childhood literacy program  <b>Strategy's Expected Result/Impact:</b> An increase in students' achievement in literacy  <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Reading Specialist (100%) - 199 State Compensatory Education (SCE)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PreK students identified as performing below grade level in literacy on the Circle Progress Measure will be provided intensive literacy interventions  <b>Strategy's Expected Result/Impact:</b> TAPR            90% of PreK students will score on grade level or above in Reading on the Circle Progress Measure  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, RtI Specialist, Prekindergarten teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Kindergarten students identified as performing below grade level in literacy on the TX-KEA will be provided intensive literacy interventions  <b>Strategy's Expected Result/Impact:</b> TAPR            90% of Kindergarten students will score on grade level or above in literacy on the TX-KEA  <b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RtI Specialist, Kindergarten teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 1st through 5th grade students identified as performing below grade level in Reading on the NWEA MAP (Measure of Academic Progress) will be provided intensive literacy interventions</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of 1st - 5th grade students will score on grade level or above in Reading on the NWEA MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach RtI Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> PreKindergarten students identified as performing below grade level in Math on the Circle Progress Measure will be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR</p> <p>90% of PreKindergarten students will score on grade level or above in Math on the Circle Progress Measure</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RtI Specialist, Prekindergarten teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Kindergarten students identified as performing below grade level in Math on the TX-KEA be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR</p> <p>90% of Kindergarten students will score on grade level or above in math on the TX-KEA</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RtI Specialist, Kindergarten teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 1st through 3rd grade students identified as performing below grade level on the NWEA Measure of Academic Progress (MAP) screener will be provided intensive math interventions</p> <p><b>Strategy's Expected Result/Impact:</b> TAPR</p> <p>90% of 1st through 3rd grade students will score on grade level or above on the NWEA MAP</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach, RtI Specialist, Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 2:** Provide interventions to increase the performance of all special populations (Special Education, LEP, RtI/MTSS, Dyslexia, etc.)

**Evaluation Data Sources:** Student achievement data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ESL Specialist on the campus to support (provide interventions to beginning and intermediate students, build instructional capacity of ESL staff, facilitate implementation of the LDISD ESL programming goals/objectives, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement on district and state assessments including TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> ESL specialist (100%) - 199 State Compensatory Education (SCE) - 24, Bilingual/ESL Aide (100%, 100%, 100%, and 50%) - 199 General Funds - 25, Stipend for Bilingual Certification - 199 General Funds - 25</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a GT Specialist on the campus for support (facilitate implementation of the LDISD GT programming goals/objectives, etc.) and to serve identified GT students through a pull-out program</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement on state and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> G/T Specialist (100%) - 199 - State Gifted and Talented Education - 21</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide an RtI/MTSS Specialist on the campus for support (lead campus procedures, hold progress monitoring meetings, maintain documentation, assist teachers in providing interventions and instructional support, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement data on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Maintain "Take Flight" trained general education therapists to serve general education dyslexia students and train special education teachers in MTA to support students served through special education identified with dyslexia</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement data on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Dyslexia Teachers (100% and 50%) - 199 State Compensatory Education (SCE) - 24</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Offer full day pre-kindergarten for the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in kindergarten readiness</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Pre-Kindergarten Aide (100%) - 199 State Compensatory Education (SCE), Pre-Kindergarten Teacher (100%) - 199 State Compensatory Education (SCE)</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of all students and fosters the love of lifelong learning.

**Performance Objective 3:** Utilize instructional technology in all classrooms PK-5

**Evaluation Data Sources:** MRA survey results, Bright Bytes survey results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide online access to instructional materials to teachers and students <b>Strategy's Expected Result/Impact:</b> An increase in student engagement on the MRA survey results and through classroom walk-through data <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide instructional tools to create lesson plans that are easily accessible to instructional staff (Eduphoria, TEKS Resource System, Skyward, Seesaw) <b>Strategy's Expected Result/Impact:</b> Staff survey results on the MRA <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Integrate digital tools into classroom instruction PK-5 <b>Strategy's Expected Result/Impact:</b> An increase in student engagement <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff that advances the art and science of teaching.

**Performance Objective 1:** Shady Shores Elementary will recruit and retain fully certified, highly qualified staff

**Evaluation Data Sources:** Staff certifications





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize walk-through data to identify and provide targeted professional development throughout the school year <b>Strategy's Expected Result/Impact:</b> Staff development will meet all staff needs. <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Assign a campus mentor for first year teachers and offer support for all teachers with less than 3 years of teaching experience <b>Strategy's Expected Result/Impact:</b> Teachers within the first three years of teaching will remain teaching on the campus <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Assign a buddy teacher to veteran teachers new to the campus and grade level <b>Strategy's Expected Result/Impact:</b> Retention of teachers will be 90% or higher <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide positive and meaningful work experiences, and intentional activities designed to promote a positive culture on all LDISD campuses <b>Strategy's Expected Result/Impact:</b> Positive campus morale, continued high teacher retention rates <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide a daily common conference period for each grade level to facilitate grade level planning and promote professional learning communities (PLCs) <b>Strategy's Expected Result/Impact:</b> Student achievement and teacher knowledge of best practices will increase <b>Staff Responsible for Monitoring:</b> Campus administrators, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue to provide a campus Instructional Coach to train staff and assist in the implementation of the LDISD curriculum <b>Strategy's Expected Result/Impact:</b> Staff's knowledge of best practices will increase, thus increasing student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue to provide a Technology Integration Specialist to train staff and assist in technology integration in the classroom <b>Strategy's Expected Result/Impact:</b> Staff will integrate technology across the curriculum <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist <b>Title I Schoolwide Elements:</b> 2.5	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 1:** Provide safe facilities

**Evaluation Data Sources:** End of year reports, ongoing assessment/review of campus

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Practice, employ, and communicate emergency response procedures (shelter in place, lock down, relocation plan, unification plan, etc.) with all staff prior to the first day of school <b>Strategy's Expected Result/Impact:</b> All staff will understand emergency routines and procedures <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Practice safety and emergency response procedures with students prior to each drill throughout the school year <b>Strategy's Expected Result/Impact:</b> Students will recognize and follow the emergency routines and procedures <b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain safety procedures: registered hang tags for afternoon pick up, limited access to building, and requirement of all visitors to sign in and out using the Positive Proof visitor management system and wear name tags <b>Strategy's Expected Result/Impact:</b> Procedures in place for the safety of our students <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue to require all volunteers have completed the criminal history background check prior to volunteering <b>Strategy's Expected Result/Impact:</b> Increase in the safety of our students <b>Staff Responsible for Monitoring:</b> Campus administrators, Secretary	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 2:** Provide a safe environment for students (physically, emotionally, socially)

**Evaluation Data Sources:** Sandy Hook Promise end of year reviews, Safety and Security Audits, Safe and Drug Free Schools Report, MRA survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The counselor will provide guidance lessons that support an environment that is physically, emotionally, and socially safe <b>Strategy's Expected Result/Impact:</b> Decrease in discipline reports, MRA survey results <b>Staff Responsible for Monitoring:</b> Counselor, Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselor will coordinate PALS and Allies mentoring programs <b>Strategy's Expected Result/Impact:</b> Provide positive adult role models for students <b>Staff Responsible for Monitoring:</b> Counselor, Campus administrators <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to implement a student lighthouse team <b>Strategy's Expected Result/Impact:</b> Increase in student involvement in decision making <b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Team	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Campus threat assessment teams will continue to monitor and respond to reports for the 2021-2022 school year <b>Strategy's Expected Result/Impact:</b> Utilize an organized reporting process to effectively and efficiently respond to reports and assist students who are in need of guidance <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselor <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide a behavior coach on the campus to increase behavioral RtI/MTSS support <b>Strategy's Expected Result/Impact:</b> Decrease in discipline reports, MRA results, End of year RtI report, RtI documentation <b>Staff Responsible for Monitoring:</b> Campus administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Promote a positive and connected school environment through the use of the Leader in Me program <b>Strategy's Expected Result/Impact:</b> MRA results from students, staff and families <b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Coordinators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide direct instruction PK-12 on internet safety and digital citizenship, and maintain systems for monitoring student safety (Go Guardian, Gaggle, monitoring and filtering technology, Common Sense Media, etc) <b>Strategy's Expected Result/Impact:</b> Increased capacity for staff and students in the area of digital safety <b>Staff Responsible for Monitoring:</b> Campus administrators, Technology Integration Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Promote physical activity, healthy choices, and inform students of the dangers of drugs/alcohol/tobacco use with the implementation of CATCH K-8 <b>Strategy's Expected Result/Impact:</b> Healthy students with a strong sense of well-being and positive attitudes <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, PE teacher	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continuation of campus-wide efforts to increase bullying awareness including the Start with Hello program <b>Strategy's Expected Result/Impact:</b> Decrease in bullying reports <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselor	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Students are provided opportunities to develop leadership skills through reading buddies, school wide leadership roles, classroom leadership roles, and the Start with Hello program <b>Strategy's Expected Result/Impact:</b> Students will display leadership skills through the various opportunities on and off campus. <b>Staff Responsible for Monitoring:</b> Campus administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Teachers will utilize The Leader in Me online platform for lessons on social emotional learning, leadership, and The Seven Habits of Happy Kids. Students will utilize The Leader in Me student activity guides <b>Strategy's Expected Result/Impact:</b> The students will know The Seven Habits of Happy Kids and apply the habits to their lives at school and outside of school. <b>Staff Responsible for Monitoring:</b> Campus administrators, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Continue to provide daily social emotional learning utilizing The Leader in Me through the inclusion of the leadership block in the master schedule <b>Strategy's Expected Result/Impact:</b> Students will apply The Seven Habits of Happy Kids to their lives and develop leadership skills. <b>Staff Responsible for Monitoring:</b> Campus administrators, Lighthouse Team <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>



No Progress



Accomplished



Continue/Modify



Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Saenz de Viteri	Title I Paraprofessional	Title I	

# Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Bilingual/ESL Aide (100%, 100%, 100%, and 50%)	25	\$0.00
3	2	1	Stipend for Bilingual Certification	25	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Reading Specialist (100%)		\$0.00
3	2	1	ESL specialist (100%)	24	\$0.00
3	2	4	Dyslexia Teachers (100% and 50%)	24	\$0.00
3	2	5	Pre-Kindergarten Aide (100%)		\$0.00
3	2	5	Pre-Kindergarten Teacher (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - State Gifted and Talented Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	G/T Specialist (100%)	21	\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Title I Educational Aide (100%)		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$0.00</b>

# Addendums

## COMPLIANCE ADDENDUM 2016-17

<b>Coordinated Health - SHAC Council</b>			
<b>Objective:</b> Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all elementary and middle schools with C.A.T.C.H. curriculum and network membership.			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>K-8 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on:</p> <ol style="list-style-type: none"> <li>1. Student fitness assessment data</li> <li>2. Student academic performance data</li> <li>3. Student attendance rates</li> <li>4. The percentage of students who are educationally disadvantaged</li> <li>5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity</li> <li>6. Any other indicator recommended by the local school health advisory council.</li> </ol> <p>Your SHAC has recommended the C.A.T.C.H. model of Coordinated School Health,</p>	C.A.T.C.H. Curriculum	SHAC Coordinator Campus Admin.	Evidence that Demonstrates Success is performance on state fitness tests.

## Discipline Management – Safe Environments

**Objective:** Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

**Objective:** Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI (Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	LDISD Website; Student Handbook	Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Continue to refine and expand campus activities in support of Safe & Drug Free Schools.		District SHAC Coordinator Campus Admin.	Campus activities support Safe & Drug Free Schools in a variety of ways.
Strategies	Resources	Staff Responsible	Evaluation
U.S. Dept, of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: <a href="http://www.justice.gov/uao/txe/programs/psc.html">http://www.justice.gov/uao/txe/programs/psc.html</a>	Counselors	Website posted on Counselors websites and Family Access.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website Counselor procedures	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

**New definition of bullying:** “In the Texas Education Code, bullying is now defined as; “engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- (2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.”

**Section 25.0342**—Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

**Section 28.002**—Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

**Section 37.0832**—Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or on a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student’s education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and, is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can’t be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district’s website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

### Dating Violence Awareness

**Objective:** The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.		Campus Admin. & Counselors	All teachers & administrators trained; all students and parents increased awareness

### Sexual Abuse and Maltreatment of Children

**Objective:** Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81<sup>st</sup> Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods to increase staff awareness of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees. Training records will be kept on file.	Online Training District e-course	Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

**State Compensatory Education: All Campuses (FASRG 9.2.3)**

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation. SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081]
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081]

**At Risk Students/Drop-Out Prevention**

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process.</p> <p>District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> <li>1. Results of audit of dropout records.</li> <li>2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade</li> <li>3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate.</li> <li>4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions</li> <li>5. Results of an evaluation of each school-based dropout</li> </ol>	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>

prevention program [TEC 11.255]			
<ul style="list-style-type: none"> <li>PGP Plans in place for all At-Risk grades 7-12.</li> <li>Monitor school leavers</li> <li>Consistent monitoring of performance results between students “at-risk” and other district students to determine disparity</li> <li>High-quality instruction and tiered intervention strategies aligned with individual student need</li> <li>Evaluation of school-based dropout prevention programs.</li> </ul>		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> <li>Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services.</li> <li>Attendance rates</li> <li>Pre- and post- assessment results</li> <li>Dropout rates</li> <li>Graduation rates</li> <li>Recidivism Rates</li> </ol>	Comp Ed	Director of DAEP Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates; reduced recidivism rates
<b>PREGNANCY RELATED SERVICES</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses each/every service:</p> <ol style="list-style-type: none"> <li>School Counseling</li> <li>School Health Services</li> </ol>	<p>PEIMS Coding PRS Program Funding Compensatory Education Funding Texas Health Resources</p>	<p>Records and documentation including:</p> <ol style="list-style-type: none"> <li>Verification of each pregnancy</li> <li>CEHI teacher’s log</li> </ol>	<p>Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.</p> <p>Graduation of PRS program.</p>

<p>3. Alternative education in the Dillard Non-Disciple Program School Transportation</p>	<p>Teenage Pregnancy Outreach Secondary Counselors</p>	<p>C. Copy of ARD &amp; IEP D. PRS entry date E. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date</p>	
<p><b>PRIORITY SERVICE FOR MIGRANT STUDENTS</b></p>			
<p><b>Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Evaluation</b></p>
<p>The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:</p> <ol style="list-style-type: none"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data</li> <li>3. Document federal, state, and local programs that serve PFS students</li> </ol> <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Title Program Coordinator  PEIMS Coordinator</p>	<p>Number of migrant students served  NCLB Compliance Report PBMAS</p>

# Lake Dallas Independent School District

## Lake Dallas Middle School

### 2021-2022 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

LDMS students live in four neighboring communities and three local elementary campuses that join together for grades 6th-8th. Campus enrollment has remained fairly consistent over the last few years with about 900 students.

The 2020 - 2021 school year was LDMS's 6th year as a Title I campus. Since 2014-2015, the Economically Disadvantaged student population has hovered around 40%. Our student demographics have remained consistent over the last seven years with slight growth in our Hispanic population (TAPR 2013-2014=23.3% and TAPR 2019-2020=32.1%).

The elementary campuses in the LDMS feeder system continue to see growth in their Hispanic and Economically Disadvantage populations, so the middle school is expecting to experience significant growth in both of those demographics over the next 5 years. Our population of English-Language Learners has increased over the last few years: In 2014-2015 our campus was 5.4%, and on the most recent TAPR report the percentage had increased to 9.8%.

The average student to teacher ratio varies by department: English/Language Arts is 18.3:1, Mathematics is 24.1:1, Science is 16.9:1, Social Studies is 19.0:1, and Foreign Language is 20.1:1.

Over 480 students participated in various student organizations, which included the following: Athletics, Student Council, National Junior Honor Society, Robotics, FFA, Cheer, 4-H, GOAL, and Academic UIL.

In 2016, LDMS joined in a partnership with Communities in Schools to secure a School Program Manager for the campus. The program will continue through 2021-2022. Lake Dallas High School added a CIS position in 2017-2018, which has helped provide transition assistance to our students as they move from middle school to high school.

### Demographics Strengths

- Hired a bilingual ESL Specialist for the 2021-2022 school year
- Campus attendance rate was over 96%, even with at home (virtual) learners
- Over 100 students served by Communities in Schools
- LDMS class size ratios remain low in order to best serve the diverse population of students

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The LEP and Special Education populations continue to score significantly lower on STAAR Reading and STAAR Writing when compared to the

campus. **Root Cause:** Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, ELLs, etc.) create barriers to learning.

# Student Learning

## Student Learning Summary

As a campus, we have a high percentage of students who pass STAAR, but fail to meet one-year's growth, which is measured by the "did not meet", "met", or "exceeds" progress measure. The growth measure was not available this year because no STAAR was given for the spring of 2020 due to COVID. The following data is our STAAR data disaggregated by student subpopulations from the 2020-2021 school year.

6th Reading - 65% Approaches with 29% Meets and 11% Masters; ED 59%; LEP 31.5%; Sp Ed 18%

6th Math - 72% Approaches with 37% Meets and 12% Masters; ED 65%, LEP 54%; Sp Ed 31%

7th Reading - 70% Approaches with 43% Meets and 21% Masters, ED 59%, LEP 29%, Sp Ed 28.5%

7th Math - 68% Approaches with 34% Meets and 13% Masters, ED 58%, LEP 38%, Sp Ed 26.4%

7th Writing - 61% Approaches with 29% Meets and 6% Masters, ED 50%, LEP 12%, Sp Ed 11%

8th Reading (April Administration) 73% Approaches with 45% Meets and 18% Masters, ED 67%, LEP 56%, Sp Ed 40%

8th Math (April Administration) 49% Approaches with 18% Meets and 4% Masters, ED 43%, LEP 34%, Sp Ed 18%

Algebra 1 - 99% Approaches with 84% Meets and 62% Masters, ED 100%

95 students took the Algebra I EOC this year. In previous years, the campus has average between 55-60 students taking the EOC Algebra I exam.

8th Social Studies 60% Approaches with 34% Meets and 10% Masters, ED 50%, LEP 31%, Sp Ed 33%

8th Science 66% Approaches with 42% Meets and 21% Masters, ED 53%, LEP 37.5%, Sp Ed 30%

In 2020-2021, students received accelerated instruction through scheduled tutorials with their teachers, specific small group instruction during the class period, and before/after school tutorials. ESL students were served in their general education classroom with an ESL Specialist and two paraprofessionals. One ESL paraprofessional was designated for 6th grade students to assist with making the transition to middle school, and the second ESL paraprofessional worked with 7th and 8th grade students during tutorial times and provided support for ESL students during class time. Special Education students received their instruction in general education inclusion classrooms with instructional support provided from paraprofessionals or resource classrooms in English Language Arts and Math according to the individual student's IEP and ARD committee decisions. The campus utilized a lead teacher in Special Education to support special education teachers, modifications in a general education environment, and grow the pedagogy of teachers that work with Special Education students.

Before and after school tutorial times were required for all teachers.

During the 2020-2021 school year, we moved to 1:1 with chromebooks. Each core content teacher has an interactive white board in their room.

## Student Learning Strengths

- Increased number of students taking the Algebra I EOC by 30 students to 95.
- Students perform exemplary in band and choir earning sweepstakes at multiple contests.
- The campus has a Library Media Specialist on campus who was available as a resource for both students, staff, and parents.
- Teachers are utilizing technology in a way to enhance student learning.
- The campus remains 100% wireless and has little to no connectivity issues.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** LDMS LEP students consistently perform lower than "all students" on 2021 STAAR--average of 38 percentages points lower in Reading and an average of 17.5 percentage points lower in Math. **Root Cause:** Student difficulties with language acquisition.

# School Processes & Programs

## School Processes & Programs Summary

The district/campus continued the use of TEKS Resource System curriculum in Math, Science, Social Studies, and ELAR for 2020-2021. The English Language Arts teachers utilized the Lucy Calkins Units of Study in conjunction with the TEKS Resources System for their writing curriculum. In the 2020-2021 school year, the ELA teachers expanded the use of Units of Study to include Reading.

Math, ELA, Social Studies and Science teachers have a common planning time for Teaming/PLC and professional development. In 2019-2020, PLCs were implemented weekly with protocols for teams to work through. PLCs provided teachers with specific PD on assessments and how to use assessment data to drive instruction, as well as focused PD on the use of our new ClearTouch interactive white boards. PLCs will be continued for the 2021-2022 school year.

The ELA department focused their learning and instruction this year on Readers Workshop. Consultant Melissa Leach provided training to teachers on the implementation of Readers Workshop. During the 2021-2022 school year, Consultant Melissa Leach will continue to support ELA teachers with Readers' Workshop through model lessons and coaching sessions.

The Math department continued to investigate the math workshop model. Teachers received professional development on the implementation of math workshop model. The campus saw some successes with the implementation of workshop model in 2020-2021. Teachers began making small changes to their classroom procedures and practices in light of the PD and campus visits. The biggest change was the amount of student voice in the learning process, even with COVID protocols. Teachers learned to utilize technology and still encourage student feedback and interaction through tools like NearPod. Teachers worked to give students time to share their learnings with each other and offer choice in some assignment and assessment options.

Grade levels focused on giving short (5-7 questions) assessments on specific TEKS and provided targeted tutorials to students who continued to show gaps in learning through those assessments. Teachers contacted parents of the students needing targeted tutorials in order to make sure the students attended. Some grade levels chose to provide a released STAAR test over the course of a couple of class periods in order to get data to drive instruction before STAAR testing.

The Science department has made great strides at changing their instructional model, as well. In each unit, teachers are working to incorporate Argument-Driven Inquiry to offer hands-on investigation. Two campus teachers attended the Trainer of Trainers ADI course in July 2019 and were the campus experts on this instructional model. They helped steer our campus during implementation. The science department utilized their experience with Texas A&M AgriLife Research Extension to participate in a hydroponics system study. A researcher came to campus and trained the teachers on two separate systems.

The master schedule continued to have double-blocked ELA and double-blocked Math periods, so all students on campus receive 90-minutes of ELA and math instruction. Special Education students received math and ELA instruction from either a general education, general education with inclusion, co-teach or resource teacher. In science and social studies, Special Education students received instruction from a general education or general education teacher with inclusion support.

The LDMS campus continued to maintain 100% highly qualified staff for 2020-2021.

New teachers in Fall of 2020 were given mentor teachers and a new partnership with Region XI allowed for increased hands-on coaching for new staff. Returning teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state trainings, district trainings, campus trainings, and grade level/content specific training throughout the school year. Some staff attended off campus workshops and conferences, while others received individual training on specific skills and methods on an as needed basis. Thirteen new staff members received individualized coaching from Region XI. That coaching model will continue to roll-out and each year additional teachers will receive coaching until the entire campus receives one-on-one coaching. The purpose of the coaching is to allow teachers time to reflect on their practices, learn about new best practices, and allow for their PD to be differentiated to meet individual goals and needs.

Strong efforts were made by the campus to recruit new teachers. Multiple interviews for each open position were carefully considered. Tours of the campus were given to prime candidates as well as scheduled times in which the applicant could observe teachers in the classroom to get a feel for the campus.

## School Processes & Programs Strengths

- Teachers have become much more familiar with the TEKS Resource System. Teachers are feeling confident with the Year-at-a Glance, Vertical Alignment Documents, and Instructional Focus Documents for their grade level and course.
- PLCs were utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction.
- Teachers are open to learning new things, growing in pedagogy, and making changes that will impact student growth.
- Teachers have taken an active role in making changes on the campus and have ownership to the processes.
- LDMS continues to implement forward thinking instructional practices and this has led to research opportunities within the community.

A wide variety of staff development and trainings were offered throughout the 2020-2021 school year. LDMS offered staff development that allowed teachers the opportunity to pick what training they received, as well as volunteer to train their peers. Feedback from staff indicated the trainings were meaningful and relevant. Campus specific trainings were offered in the areas of technology, assessment, literacy, classroom management, policies and procedures, school safety, etc. Multiple teachers were sent to a variety of workshops at Region 11, other districts to have site-based PD, etc., who then returned to campus to share information--"mini-sessions" of information learned to campus staff on an early release day, PLC, after-school, etc. This proved enjoyable, meaningful, and relevant for all.

Consultant Melissa Leach provided a one-day training with all ELA teachers on the structure of Reader's Workshop. She will return to campus during the 2021-2022 school year to consult with teachers on the implementation of Reader's Workshop and to provide model lessons and coaching sessions.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student growth has been limited in 6th and 7th grade math and 6th and 7th grade reading for multiple years. **Root Cause:** Instruction is not individualized to meet the needs of all learners.

# Perceptions

## Perceptions Summary

Multiple opportunities for activities and involvement contributed to the positive attitudes about school by staff, students, and families. Activities were planned throughout the year with dress up days, snack carts, food trucks, holiday parties, staff bingo, and competition days for staff. Staff feedback has shown they enjoyed coming to work, but have a concern with student behavior that distracts from the learning environment. Visits with the teachers do not show "major" behavior issues, but disruptive behavior as the concern.

Staff continued to be trained on positive based intervention systems (by Safe and Civil Schools) to set up structures and routines. The campus has efficient routine that parents, teachers, and students understand and follow. Daily operations within the school--discipline, communications, schedules, etc-- are organized and managed well.

A wide variety of extra activities contribute to a well-balanced campus--Teen leadership, PALS, CEIC, STUCO, NJHS, Athletics, Band, Choir, G.O.A.L. staff development, etc.

LDMS hosted the first 2020-2021 Advanced Academics Symposium virtually.

LDMS partnership with Texas A&M AgriLife.

Implementation of Say Something, anonymous reporting system.

Collaboration with Denton County Dispatch, Corinth Police Department, Hickory Creek Police Department and Lake Dallas Police Department in the implementation of Say Something.

Collaboration with local services were strong in 2020-2021--Fire dept, parks and rec, public library, etc.

LDMS hosted 5th grade summer school on the middle school campus to assist in the transition for these students.

## Perceptions Strengths

Daily routines and duties are set from the first day and made clear to all staff. Also, daily routines are provided to parents and students in a clear and efficient manner during Meet the Teacher night.

The campus utilized Canvas, Google Docs and Gmail calendars this year for shared documents and reservations.

Team meetings were held by individual grade levels. Also, emails and call out systems were used frequently by teachers and staff to communicate with parents.

More bilingual (Spanish speaking) staff members were hired.

Spanish speaking parents feel welcomed.

Say Something was utilized by students.

Partnership with 4H was continued.

The CIS program has been very well received and continued serving a full load of 100 students.

Virtual team meetings and in person meetings were held one day per week over the summer to keep teachers informed and up-to-date on campus procedures.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent participation in the LEP demographic is low. **Root Cause:** Economic challenges and political climate affect LEP participation.





# Priority Problem Statements

# Goals

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 1:** Actively seek opportunities to tell our LDMS story





**Evaluation Data Sources:** Community meetings, district newsletters, district websites, district social media accounts, agendas from meetings

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Update the campus website daily and create social media posts weekly to effectively communicate campus events and successes. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Blackboard to communicate classroom and campus events with parents and increase blackboard delivery success to 92%. <b>Staff Responsible for Monitoring:</b> Assistant principal and teachers <b>Title I Schoolwide Elements:</b> 3.1	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Recognize students and staff at LDISD School Board meetings throughout the year <b>Strategy's Expected Result/Impact:</b> Positive school community feedback on Measurable Results Assessment (survey) in the spring semester from families and staff <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Keep the campus marquee updated daily to effectively communicate campus events <b>Staff Responsible for Monitoring:</b> Registrar	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 2:** Engage in practices that encourage enrollment at LDMS





**Evaluation Data Sources:** Review of transfer applications, response to early registration

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a trifold advertisement pamphlet to distribute and create weekly social media posts to advertise the offerings at LDMS. <b>Strategy's Expected Result/Impact:</b> Increase transfer numbers by 10% <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** LDISD will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 3:** Advocate for public education





**Evaluation Data Sources:** Review of district and campus participation in advocacy groups and legislative sessions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All APs and Principals actively participate in two organizations that advocate for public school: Texas Association of Secondary School Principals, Texas Association of Mid-Size Schools, Pastors for Texas Children or others.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators will be up to date on legislative changes and informed on best practice.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 1:** Increase community connections to LDMS





**Evaluation Data Sources:** Attendance at community events/meetings, presentations to organizations, end-of-year program evaluations, volunteer logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Partner with 4H regarding the AgriLife class for students and help 50 students gain high school credit for Principals of Agriculture.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are more aware of real life opportunities. Increase in participation in Principles of Agriculture and in High School</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partner with Communities in School to identify 100 LDMS students to serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage at-risk student population Provide community resources to families in need</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Partner with Texas A&amp;M AgriLife Extension office to provide one research opportunity for students with Texas A&amp;M research scientists.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, 7th Grade Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 2:** Strengthen family connections to LDMS





**Evaluation Data Sources:** Program evaluations, volunteer logs, surveys, records of attendance at events

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Have an active WatchDog group of four volunteers monthly and ten CIS mentors monthly. <b>Strategy's Expected Result/Impact:</b> Support students and staff at LDMS <b>Staff Responsible for Monitoring:</b> Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Offer an incoming 6th grade parent night in the Spring Semester to all 5th grade students and families. <b>Strategy's Expected Result/Impact:</b> - Maintain student enrollment as they transition from elementary to middle school - Reduce anxiety and create an excitement for the upcoming year for parents and students <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer a Falcon Camp for incoming 6th graders to help them transition from elementary to middle school. <b>Strategy's Expected Result/Impact:</b> - Introduce students to current teachers and build positive relationships <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 3:** Provide opportunities for adult learning and parent education programs.





**Evaluation Data Sources:** Sign-in sheets, program evaluations, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide instructions and two training opportunities to parents on how to access and utilize Canvas to monitor their child's academic progress, due dates, and communicate with teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> - Open positive lines of communication with parents and guardians - Engage parents and guardians to help them actively participate in their students experiences at LDMS</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** LDISD will collaborate with and involve our diverse community and educational partners to support LDISD students and staff.

**Performance Objective 4:** Partner with organizations to promote diversity, equity, and inclusive practices within LDMS.

**Evaluation Data Sources:** Review of program involvement





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and present four programs to all students respecting the diversity and cultures of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Diminished office referrals Students feel safe and accepted</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 1:** Provide interventions to increase the performance of all special populations (Special Education, LEP, RTI/MTSS, Dyslexia, etc.)

**Evaluation Data Sources:** Program reviews, review of certifications, professional development logs, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilizing inclusion practices in 8th grade ELA/Math and ESL classrooms, students will make expected year's growth as evidenced by NWEA MAP data.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected year's growth in 8th grade ELA/Math and ESL classrooms as evidenced by NWEA MAP data.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Lead and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create and implement a co-teaching model in 6th and 7th grade ELA and Math which will allow 100% of eligible special education students to receive instruction from an on-level and special education teacher every day.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 224 - IDEA B, SPED</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Disaggregate a variety of instructional data by grade level with intentional focus on special factors - ethnicity, socioeconomic status, gender, special education, LEP status - for the purpose of setting targets for improvement in closing gaps and improving instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 224 - IDEA B, SPED</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to offer a newcomer class for students who are new to the United States and English is not their first language.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support through Response to Intervention for 100% of identified students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>





Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize Response to Intervention (RtI) to assist teachers in providing interventions and instructional support, as well as follow up with referrals to Special Education and Section 504.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 199 General Funds</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 2:** LDISD graduates will meet district goals for College, Career, and Military Readiness (CCMR) as set/revised by the LDISD School Board in January 2021

**HB3 Goal**

**Evaluation Data Sources:** CCMR data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to offer Honors courses in math, language arts, science, and social studies, in order to meet the needs of students performing above grade level. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199 State Career and Technical Education	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to implement 4H AgriLife and Principles of AgriLife electives to expose students to various career pathways. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 State Career and Technical Education, - 199 General Funds	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue counselor lessons for students about high school endorsements. <b>Staff Responsible for Monitoring:</b> Counselors <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 3:** Continually assess, design, and revise the curriculum

**Evaluation Data Sources:** Classroom walk-throughs, PLC planning/agendas, review of student progress





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers use PLC time to continuously reconcile the Year-at-a-Glance to ensure that 100% of the TEKS are being covered to the depth and specificity expected.  <b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to dedicate a campus administrators' time to overseeing curriculum and instruction to train staff, stay abreast of current education trends and research, and assist in the implementation of the LDISD curriculum.  <b>Strategy's Expected Result/Impact:</b> Principal  <b>Funding Sources:</b> - 199 General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide morning instructional period for 100% of staff and students that allows for students to receive tutorials daily.  <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Response to Intervention period for 100% of students in the Master Schedule  <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement Reader's and Writer's Workshop (utilizing Units of Study) in 100% of ELA classrooms  <b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> - 199 General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement NWEA MAP screener as a universal screener and progress monitoring tool for Math and Reading.  <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue RtI/Teaming Period in the master schedule that allows teachers to provide student supports for students. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide opportunities for grade level departments and vertical content planning/alignment. <b>Strategy's Expected Result/Impact:</b> Teacher have a better understanding of student's prior knowledge and the academic expectations of higher grade levels. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 4:** Maintain technology infrastructure, hardware, and software necessary to implement and support the LDISD curriculum





**Evaluation Data Sources:** Review of Technology implementation plans, ongoing assessment of technology needs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide each student with a Chromebook in order to promote student engagement <b>Staff Responsible for Monitoring:</b> Administration team <b>Title I Schoolwide Elements:</b> 2.4	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 5:** Utilize instructional technology in all classrooms PK-12





**Evaluation Data Sources:** Student and staff surveys, assessment of related professional development opportunities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide online access to instructional materials to teachers and students <b>Strategy's Expected Result/Impact:</b> An increase in student engagement observed through classroom walk-through data <b>Staff Responsible for Monitoring:</b> AP of Curriculum and Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide instructional tools to create lesson plans that are easily accessible to instructional staff (Eduphoria, TEKS Resource System, Skyward, Canvas) <b>Strategy's Expected Result/Impact:</b> Improved lesson engagement and growth on MAPS <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 1:** Recruit fully certified, highly qualified staff





**Evaluation Data Sources:** Staff certifications

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on relevant staff development and promoting a strong sense of family.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% highly qualified staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 2:** Employ practices that retain and support highly qualified staff

**Evaluation Data Sources:** TAPR, Staff Surveys





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on teacher retention (less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of family.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Assign a campus mentor for first year teachers and offer resources for all teachers with less than 3 years teaching experience through district and campus mentor program.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers feel comfortable and feel less stress in their new profession</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 3:** Create a comprehensive professional development plan that equips all staff, professional and paraprofessional, to meet the needs of all students and promotes educator growth

**Evaluation Data Sources:** Staff surveys, review of programming, review of attendance/interest





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide a daily common PLC period for 100% of grade-level departments in order to facilitate planning and promote professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional staff and instructional assistants with basic and advanced training on Canvas.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will have instructional objectives and activities in Canvas.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Targeted professional development will train/inform teachers on best practices. Teacher will in turn incorporate best practices into their daily teaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Best practices will be evident during walk-throughs and evaluations. Student engagement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement a mentor/coaching program for teachers with 0-2 years of experience, utilizing Region XI.</p> <p><b>Strategy's Expected Result/Impact:</b> More confidence in the classroom by beginning teachers, increased staff retention</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional development for teachers about student's emotional health</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers have knowledge and tools to respond to students' emotional needs during class time. Students will spend more time in the classroom learning and less time in the counselor's office missing instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principal of Curriculum and Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide campus-based staff development in the following areas: technology integration, classroom management, special education, reader's/writer's workshop, math workshop, classroom interventions/RtI</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide opportunities for staff development at varied times - after school, at PLCs, online, summer, etc. - to discuss and develop new innovative ideas in education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased professional development attendance and satisfaction from teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide opportunities for staff to model, coach, and assist other teachers on implementation of best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 1:** Provide safe facilities

**Evaluation Data Sources:** End of year reports, ongoing assessment/review of facilities





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct one "Secure" drill, two "Lockdown" drills, one "Evacuate" drill, one "Shelter in Place" drill, and four "Fire Evacuation" drills with staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear understanding of what to do during the safety drills Safety drills conducted in a safe, orderly and timely fashion.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 2:** Provide a safe environment for students (physically, emotionally, socially)

**Evaluation Data Sources:** Sandy Hook Promise End of Year Reviews, Safety and Security Audits, Safe and Drug Free Schools Reports, Staff and Student Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to offer GOAL soccer club to engage at-risk students. <b>Staff Responsible for Monitoring:</b> GOAL Soccer Club Sponsor <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> - 199 General Funds	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain an Advisory Period in the Master Schedule offering students a homeroom class for students to build relationships with teachers, set and monitor goals, and develop Social and Emotional Skills utilizing Character Strong curriculum.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to provide counseling lessons <b>Strategy's Expected Result/Impact:</b> Student understand social-emotional health <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue partnership with Sandy Hook Promise to offer "Say Anything" reporting program <b>Strategy's Expected Result/Impact:</b> Students feel safe sharing concerns about students and students are receiving the emotional support they need <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement a behavior screener to identify students who need emotional support throughout the year. <b>Strategy's Expected Result/Impact:</b> Students will be identified and receive the emotional support needed <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Conduct classroom meetings with students about the effects and consequences of bullying, as well as the definition of bullying. <b>Strategy's Expected Result/Impact:</b> Diminished numbers of students bullying <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Establish a positive behavior/character support system <b>Strategy's Expected Result/Impact:</b> Students will be more respectful towards each other. Students will have clear expectations. <b>Staff Responsible for Monitoring:</b> Administrators RtI Committee	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Campus Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$0.00
3	2	2			\$0.00
3	3	2			\$0.00
3	3	5			\$0.00
4	2	3			\$0.00
4	3	3			\$0.00
4	3	6			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
199 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
224 - IDEA B, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

# Lake Dallas Independent School District

## Lake Dallas High School

### 2021-2022 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Lake Dallas High School remains on the pathway of continuous improvement. Despite the challenges of the pandemic over the past two school years the high school had 83% of our students approaching grade level, 58% meeting grade level, and 18% mastering grade level in all subject areas. The overall attendance rate for the High School this year was 94.9% and our graduation rate was a near perfect 99%.

Our administration staff has works diligently to educate and train our staff in their role in our students' success. During professional development and the planned instructional days a heightened focus will be on student engagement and student intervention. We also stress for each staff member to teach to each student's needs in order to improve every student's capacity for learning each day. Based on the 2020-2021 accountability report Lake Dallas High School achieved the state measure in every sub population for Graduation rate. The high school obtained 10 of 12 indicators within Student Success Status, and achieved 7 of 9 indicators within School Quality Status.

### Student Achievement Strengths

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- STEM/STEAM data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## Support Systems and Other Data





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

# Goals

**Goal 1:** LDHS will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 1:** Actively seek opportunities to tell our story each week





**Evaluation Data Sources:** District newsletters, district websites, district social media accounts, agendas from meetings

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide weekly stories, updates, and successes to the community through various outlets (website, Twitter, BalckBoard, email, mail, etc.)	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recognize and highlight a specific program or student each month through various outlets (website, School Board Recognition, Twitter, BlackBoard, email, mail, etc.)	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Post weekly on our social media accounts highlighting instruction in the classroom, athletic events, or specific student achievements.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** LDHS will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 2:** Engage in practices each grading period that encourage enrollment in LDISD





**Evaluation Data Sources:** Review of transfer applications, response to early registration

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Hosts two activities each semester at the campus that specifically intentionally new families (campus tours, Fish Camp, College and Career Fairs, Music Festivals, Band Concerts, Art Gallery Walks, etc.)	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Partner with other campuses for their registration events, promotions, and provide student volunteers as needed.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** LDHS will advocate for and make decisions that support the value of locally funded and locally governed traditional public schools.

**Performance Objective 3:** Advocate for public education





**Evaluation Data Sources:** Review of district and campus participation in advocacy groups and legislative sessions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Encourage participation and membership in professional educational organizations by all staff members (TASA, TASSP, ATPE, TAEA, TCEA, etc.)	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Designate a campus legislative advocate who forwards information and updates from legislative and SBOE sessions to staff members.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** LDHS will collaborate with and involve our diverse community and educational partners to support all LDISD students and staff.

**Performance Objective 1:** Increase community and family connections to LDHS





**Evaluation Data Sources:** Attendance at community events/meetings, presentations to organizations, end-of-year program evaluations, volunteer logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Maintain campus website and calendar by keeping it current with up to date campus events and programs.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize student led organizations such as STUCO, NHS, and PALs to market and advertise campus events.	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Hosts two activities each semester at the campus that intentionally engages new families (campus tours, Fish Camp, College and Career Fairs, Music Festivals, Band Concerts, Art Gallery Walks, etc.)	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>			

**Goal 2:** LDHS will collaborate with and involve our diverse community and educational partners to support all LDISD students and staff.

**Performance Objective 2:** Partner with organizations to promote diversity, equity, and inclusive practices within LDHS





**Evaluation Data Sources:** Review of program involvement

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to promote and foster student inclusivity through student groups initiated by student requests (examples include Spanish Club, ASL, GSA, Science Club, PALs, Law Enforcement Club, etc.)	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to implement staff training and development through our counselors and Human Resources Department specific to diversity, equity, and tolerance of others beliefs.	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Challenge one of our student organizations to organize and implement a Multicultural Celebration Week for campus.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 1:** Utilize NWEA Map to inform instruction for interventions to continually increase the academic performance of all special populations each grading period (Special Education, LEP, RTI/MTSS, Dyslexia, etc.)

**Evaluation Data Sources:** Program reviews, review of certifications, professional development logs, surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement standardized writing expectations in all English classrooms and an increased emphasis in executing two or more writing samples each grading period across all core subjects.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide annual professional development and training for the entire staff in regards to the most recent federal guidelines and procedures for special populations and assuring staff are well versed in the accommodations of their students.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 2:** LDISD graduates will meet district goals for College, Career, and Military Readiness (CCMR) as set/revised by the LDISD School Board in January 2021

**HB3 Goal**

**Evaluation Data Sources:** CCMR data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Intentionally design staff development days to vertically align high school and middle school advanced math, English, and science courses to ensure students are on the pathway to college readiness.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Increase the amount of CTE industry based certifications from the previous school year in each of the applicable pathways (Welding, Ready Set Teach, Pharmacy Tech, Business, Solid Works, etc)	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Promote and recruit enrollment for Honors and AP courses by utilizing PSAT scores and other college board assessments.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase the amount students taking AP exams in all of our Advance Placement courses from the previous school year.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Create a College and Career Readiness Committee that will provide input and feedback in an effort to ensure all opportunities for post high school success are readily available to students. (composed of AP teachers, CTE teachers, parents, academic advisors, community members, students and administration)	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Purchase software and certification programs for our computer science and audio visual strand relevant to the preparation of students for industry based certifications.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Offer at least one opportunity for students to take the SAT or ACT on campus each school year.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer at least one opportunity for students to take the ASVAB exam on campus each school year.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.





**Performance Objective 3:** Continually assess, design, and revise the curriculum each grading period

**Evaluation Data Sources:** Classroom walk-throughs, PLC planning/agendas, review of student progress

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Adhere to district approved scope & sequence and continually reconcile with the Year at a Glance calendar to ensure all TEKS are taught.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Assess each student's growth and mastery in the TEKS each semester using STAAR Interim and NWEA Map universal screener.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Targeted professional development training teachers on Engaged 2 Learn best practices and implementing them into the classroom each day.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Partner with Region XI service center to provide individualized coaching for teacher in the 0-3 year experience range.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 4:** Provide adequate interventions and support for students who were unable to meet the satisfactory standards for STAAR EOC set by the state, so they are successful in the subsequent administration of the STAAR EOC exams.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide STAAR EOC remediation opportunities or a remediation class in the schedule of those students who did not meet satisfactory on one or more STAAR EOC exam.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement Individual Graduation Committees for all seniors who were not successful on 2 or more STAAR EOC exams. This committee will review the work of the student and evaluate the progress of the student through tutorials and remediation offerings.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Arrange for specific professional development opportunities for STAAR EOC tested subject area teachers so they can incorporate the intricacies of the tested subjects in their daily curriculum.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 5:** Identify at risk students in order to achieve an attendance rate of 96% or higher and a drop-out rate of below 1%.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor absenteeism of students daily and implement the campus truancy intervention plan in a timely manner specific to each student.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create intervention teams, which includes the student, the student's guardian, attendance clerk, administration, counselor, and teachers which will address issues with individual students that are in danger of becoming truant and loosing credit. This committee will create goals and an action plan for each student in an effort to minimize absences and time away from instruction.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.

**Performance Objective 6:** Have at least two students named to the National Merit Scholarship program or the National Merit Hispanic Scholarship program.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer study materials, sessions, and a SAT/ACT preparatory course for students for all college entrance exams.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Offer PSAT 10 to all 9th and 10th grade students, and PSAT to all juniors each year.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** LDISD will provide the consistent delivery of an innovative curriculum that motivates and meets the needs of the whole child.





**Performance Objective 7:** Increase the number of students participating in UIL Academic events from the previous year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and retain students and sponsors for UIL Academic meets.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in two UIL Academic competitions as well as the district meet.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 1:** Recruit fully certified and highly qualified staff according to TEA guidelines.





**Evaluation Data Sources:** Staff certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Partner with surrounding Universities and teaching programs in an effort to recruit teachers from their graduating candidates. (Teach North Texas, ECAP, iTeach Texas, Texas Teachers, etc)	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attend job fairs as needed in order to recruit highly qualified candidates each year for teaching positions.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 2:** Employ practices that retain and support highly qualified staff





**Evaluation Data Sources:** TAPR, Staff Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Partner with Region XI service center to provide individualized coaching for teacher in the 0-3 year experience range.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize current staff members to establish mentor teachers for every new hire teacher.	<b>Formative</b>		
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** LDISD will recruit and retain staff who advance the art and science of teaching.

**Performance Objective 3:** Create a comprehensive professional development plan that equips all staff, professional and paraprofessional, to meet the needs of all students and promotes educator growth.





**Evaluation Data Sources:** Staff surveys, review of programming, review of attendance/interest

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Solicit input from the teaching staff via google forms or surveys to determine educational needs and areas of growth.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strategically plan professional development for the staff with the partnership of our District C&I team and our campus Department Heads.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 1:** Provide safe facilities every day





**Evaluation Data Sources:** End of year reports, ongoing assessment/review of facilities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Annually maintain and update camera system software and devices as needed.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Annually maintain and update automated locking system software and hardware as needed.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>			

**Goal 5:** LDISD will provide quality and safe facilities.

**Performance Objective 2:** Provide a safe environment for students (physically, emotionally, socially) every day

**Evaluation Data Sources:** Sandy Hook Promise End of Year Reviews, Safety and Security Audits, Safe and Drug Free Schools Reports, Staff and Student Surveys

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to advertise and promote our anonymous reporting system to our staff and students.	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement Signs of Suicide training for our staff and students each year.	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Addendums

## Discipline Management – Safe Environments

**Objective:** Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

**Objective:** Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI (Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	LDISD Website; Student Handbook	Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Continue to refine and expand campus activities in support of Safe & Drug Free Schools.		District SHAC Coordinator Campus Admin.	Campus activities support Safe & Drug Free Schools in a variety of ways.
Strategies	Resources	Staff Responsible	Evaluation
U.S. Dept, of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: <a href="http://www.justice.gov/uao/txe/programs/psc.html">http://www.justice.gov/uao/txe/programs/psc.html</a>	Counselors	Website posted on Counselors websites and Family Access.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website Counselor procedures	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

**New definition of bullying:** “In the Texas Education Code, bullying is now defined as; “engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- (2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.”

**Section 25.0342**—Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

**Section 28.002**—Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

**Section 37.0832**—Refers to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or on a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student’s education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and, is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:

1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can’t be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district’s website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

### Dating Violence Awareness

**Objective:** The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.		Campus Admin. & Counselors	All teachers & administrators trained; all students and parents increased awareness

### Sexual Abuse and Maltreatment of Children

**Objective:** Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81<sup>st</sup> Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods to increase staff awareness of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees. Training records will be kept on file.	Online Training District e-course	Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

**Post-Secondary Preparedness: Admissions & Financial Aid Information**

**Objective:** Continue to provide information to middle and high school students; parents and their teachers; and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation
<p>The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about:</p> <ol style="list-style-type: none"> <li>1. Higher education admissions and financial aid opportunities</li> <li>2. Texas grant program</li> <li>3. Teach for Texas grant program</li> <li>4. The need for students to make informed curriculum choices to be prepared for success beyond high school</li> <li>5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]</li> <li>6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster, allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.               <ul style="list-style-type: none"> <li>• Career Cluster</li> <li>• Academic Advisors to</li> </ul> </li> </ol>	<p>CTE Career Pathways; Graduate Profile; Carl Perkins Grant</p> <p>Texas College &amp; Career resource site:  <a href="http://www.texascollegeandcareer.org">www.texascollegeandcareer.org</a></p> <p>LDISD website:  <a href="https://www.careercruising.com/Individual/CP_CourseCalendar.aspx?SID=67805">https://www.careercruising.com/Individual/CP_CourseCalendar.aspx?SID=67805</a></p>	<p>Campus &amp; District CTE Administrators Counselors Teachers</p>	<p>Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school</p>

<p>guide students in a coherent, articulated sequence of rigorous academic and career/technical courses</p> <ul style="list-style-type: none"><li>• Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li></ul>			
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**State Compensatory Education: All Campuses (FASRG 9.2.3)**

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation. SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081]
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081]

**At Risk Students/Drop-Out Prevention**

Strategies	Resources	Staff Responsible	Evaluation
<p>At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. District and campus committees must analyze the following data and use the information in developing the campus or district plan:</p> <ol style="list-style-type: none"> <li>1. Results of audit of dropout records.</li> <li>2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade</li> <li>3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate.</li> <li>4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions</li> <li>5. Results of an evaluation of each school-based dropout</li> </ol>	<p>Comp Ed.</p>	<p>Counselors; CIS</p>	<p>Students identified and served as At-Risk</p>

prevention program [TEC 11.255]			
<ul style="list-style-type: none"> <li>PGP Plans in place for all At-Risk grades 7-12.</li> <li>Monitor school leavers</li> <li>Consistent monitoring of performance results between students “at-risk” and other district students to determine disparity</li> <li>High-quality instruction and tiered intervention strategies aligned with individual student need</li> <li>Evaluation of school-based dropout prevention programs.</li> </ul>		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
<p>DAEP Requirements:</p> <ol style="list-style-type: none"> <li>Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services.</li> <li>Attendance rates</li> <li>Pre- and post- assessment results</li> <li>Dropout rates</li> <li>Graduation rates</li> <li>Recidivism Rates</li> </ol>	Comp Ed	Director of DAEP Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates; reduced recidivism rates
<b>PREGNANCY RELATED SERVICES</b>			
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
<p>Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses each/every service:</p> <ol style="list-style-type: none"> <li>School Counseling</li> <li>School Health Services</li> </ol>	<p>PEIMS Coding PRS Program Funding Compensatory Education Funding Texas Health Resources</p>	<p>Records and documentation including:</p> <ol style="list-style-type: none"> <li>Verification of each pregnancy</li> <li>CEHI teacher’s log</li> </ol>	<p>Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.</p> <p>Graduation of PRS program.</p>

<p>3. Alternative education in the Dillard Non-Disciple Program School Transportation</p>	<p>Teenage Pregnancy Outreach Secondary Counselors</p>	<p>C. Copy of ARD &amp; IEP D. PRS entry date E. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date</p>	
<p><b>PRIORITY SERVICE FOR MIGRANT STUDENTS</b></p>			
<p><b>Strategies</b></p>	<p><b>Resources</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Evaluation</b></p>
<p>The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:</p> <ol style="list-style-type: none"> <li>1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate</li> <li>2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data</li> <li>3. Document federal, state, and local programs that serve PFS students</li> </ol> <p>Use NSG PFS reports to give priority to these students in MEP activities</p>		<p>Title Program Coordinator  PEIMS Coordinator</p>	<p>Number of migrant students served  NCLB Compliance Report PBMAS</p>

AN ORDER providing for the defeasance and redemption of a portion of the outstanding "Lake Dallas Independent School District Unlimited Tax Refunding Bonds, Series 2015" and resolving other matters incident and related thereto

WHEREAS, pursuant to an order (the "Authorization") passed and adopted by the Board of Trustees (the "Board of Trustees") of the Lake Dallas Independent School District (the "District"), the District has heretofore issued obligations designated as the "Lake Dallas Independent School District Unlimited Refunding Bonds, Series 2015," dated February 15, 2015, in the original principal amount of \$19,063,026.95 (the "Bonds"); and

WHEREAS, the Board of Trustees hereby finds it is in the best interest of the District and the residents of the District to redeem and defease a portion of the Bonds scheduled to mature on August 15, 2048, and aggregating in the principal amount of \$870,000 (the "Defeased Bonds") as herein provided in order to terminate the accrual of interest thereon, to reduce the District's aggregate debt service requirements in the years subsequent to the redemption date and to document that this debt will be defeased in the District's 2021-2022 fiscal year; and,

WHEREAS, in accordance with the provisions of Texas Government Code, Chapter 1207, as amended, the District is authorized and empowered to deposit funds directly with the place of payment for the Defeased Bonds, or other authorized depository, and enter into an escrow or similar agreement for the safekeeping, investment, reinvestment, administration and disbursement of such deposit of funds, and such deposit, when made in accordance with said statute, shall constitute the making of firm banking and financial arrangements for the discharge and full payment of the Defeased Bonds; and

WHEREAS, the Board of Trustees of the District further finds and determines that the Defeased Bonds should be redeemed prior to maturity on the date and in the manner hereinafter provided and in accordance with the requirements prescribed therefor and notice of redemption of such bonds should be approved and authorized to be given at this time by the Board of Trustees; now therefore,

BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE LAKE DALLAS INDEPENDENT SCHOOL DISTRICT:

SECTION 1: The Defeased Bonds are hereby called for redemption, and shall be redeemed, on August 15, 2024 (the *Redemption Date*) at the price of par and accrued interest to the date of redemption (the *Redemption Price*). The President and/or Secretary of the Board of Directors are hereby authorized and directed to file a copy of this order, together with a suggested form of notice of redemption to be sent to bondholders, with The Bank of New York Mellon Trust Company, N.A., Dallas, Texas (the *Prior Paying Agent*) in accordance with the redemption provisions applicable to such bonds; such suggested forms of notice of redemption being attached hereto as Exhibits A. The \$870,000 in principal amount to be redeemed shall be credited against the final mandatory sinking fund redemption of such term bond on August 15, 2048.

SECTION 2: The Board delegates to the Superintendent of Schools and the Deputy Superintendent/Chief Financial Officer (either, the *Authorized Representative*) the authority to execute a Special Escrow Agreement with the Prior Paying Agent, and, based upon the advice of the District's financial advisors, BOK Financial Securities, Inc., deposit money sufficient to pay in full the Redemption Price on the Redemption Date or deposit in trust Government Securities, as defined in the Authorization, which have been certified by an independent accounting firm to

mature in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money, together with any moneys deposited therewith, to pay the Defeased Bonds on the Redemption Date; all of which shall be provided in the Special Escrow Agreement finalized and executed by the Authorized Representative.

SECTION 3: To provide for the full payment and discharge of the Defeased Bonds in accordance with the terms of the Escrow Agreement, the President, Vice President or Secretary of the Board of Trustees, the Superintendent or the Deputy Superintendent/ Chief Financial Officer of the District are hereby authorized and directed to transfer lawfully available funds to The Bank of New York Mellon Trust Company, N.A. on or before August 15, 2022, to accomplish the defeasance and redemption of the Defeased Bonds in accordance with the terms of the Escrow Agreement.

SECTION 4: The President, Vice President or Secretary of the Board of Trustees, the Superintendent or the Deputy Superintendent/Chief Financial Officer of the District are hereby authorized and directed to make all arrangements necessary to notify the holders of such Defeased Bonds of the District's decision to redeem such bonds on the date and in the manner herein provided and in accordance with the order authorizing the issuance of the Defeased Bonds.

SECTION 5: The President, Vice President, or Secretary of the Board of Trustees, the District's Superintendent of Schools, and the District's Deputy Superintendent/Chief Financial Officer are each authorized to evidence adoption of this Order and to do any and all things necessary or convenient to effect the redemption described herein and otherwise give effect to the intent and purpose hereof, including, to the extent required, the selection of a verification agent.

SECTION 6: It is officially found, determined, and declared that the meeting at which this Order is adopted was open to the public and public notice of the time, place, and subject matter of the public business to be considered at such meeting, including this Order, was given, all as required by Texas Government Code, Chapter 551, as amended.

SECTION 7: This Order shall be in force and effect from and after its passage on the date shown below.

*[remainder of page left blank intentionally]*

PASSED AND ADOPTED, this September 20, 2021.

LAKE DALLAS INDEPENDENT SCHOOL  
DISTRICT

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President, Board of Trustees

ATTEST:

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Secretary, Board of Trustees

(District Seal)

**EXHIBIT A**

**NOTICE OF REDEMPTION  
LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
UNLIMITED TAX REFUNDING BONDS, SERIES 2015  
Dated February 15, 2015**

NOTICE IS HEREBY GIVEN that a portion of the bonds of the above series maturing on August 15, 2048, and aggregating in principal amount \$870,000, have been called for redemption on August 15, 2024, at the redemption price of par and accrued interest to the date of redemption, such bonds being identified as follows:

<u>Bond Number</u>	<u>Maturity Date</u>	<u>Outstanding Principal Amount (\$)</u>	<u>Principal Amount to be Redeemed (\$)</u>	<u>CUSIP Number</u>
R-5	August 15, 2048*	8,600,000	870,000	509552F91

\*term Bond

A lot selection resulting in a pro rata selection among the outstanding maturity of the bonds has been made and your bond has been selected for redemption. All of such bonds shall become due and payable on August 15, 2024, and interest thereon shall cease to accrue from and after said redemption date, and payment of the redemption price of said bonds shall be paid to the registered owners of the bonds only upon presentation and surrender of such bonds to The Bank of New York Mellon Trust Company, N.A. at its designated offices at the following addresses:

<u>First Class/Registered/Certified</u>	<u>Express Delivery/Courier</u>	<u>By Hand Only</u>
The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust P.O. Box 396 East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust 111 Sanders Creek Pkwy. East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust Corporate Trust Window 101 Barclay Street, 1st Floor East New York, NY 10286

THIS NOTICE is issued and given pursuant to the terms and conditions prescribed for the redemption of said bonds and pursuant to an order by the Board of Trustees of the Lake Dallas Independent School District.

THE BANK OF NEW YORK MELLON TRUST  
COMPANY, N.A., Dallas, Texas,  
as Paying Agent/Registrar  
Address: 2001 Bryan Street, 10<sup>th</sup> Floor  
Dallas, Texas 75201

## ORDINANCE SETTING TAX RATE

September 20, 2021

On this date, we, the Board of Trustees of the Lake Dallas Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2021 at a total tax rate of \$1.5003, to be assessed and collected by the duly specified assessor and collector as follows:

\$1.0003 for the purpose of maintenance and operations, and

\$0.500 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

**THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.**

**THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.66 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY -\$50.00**

Adopted this 20th day of September 2021, by the Lake Dallas Independent School District Board of Trustees.

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Lance Stacy, President

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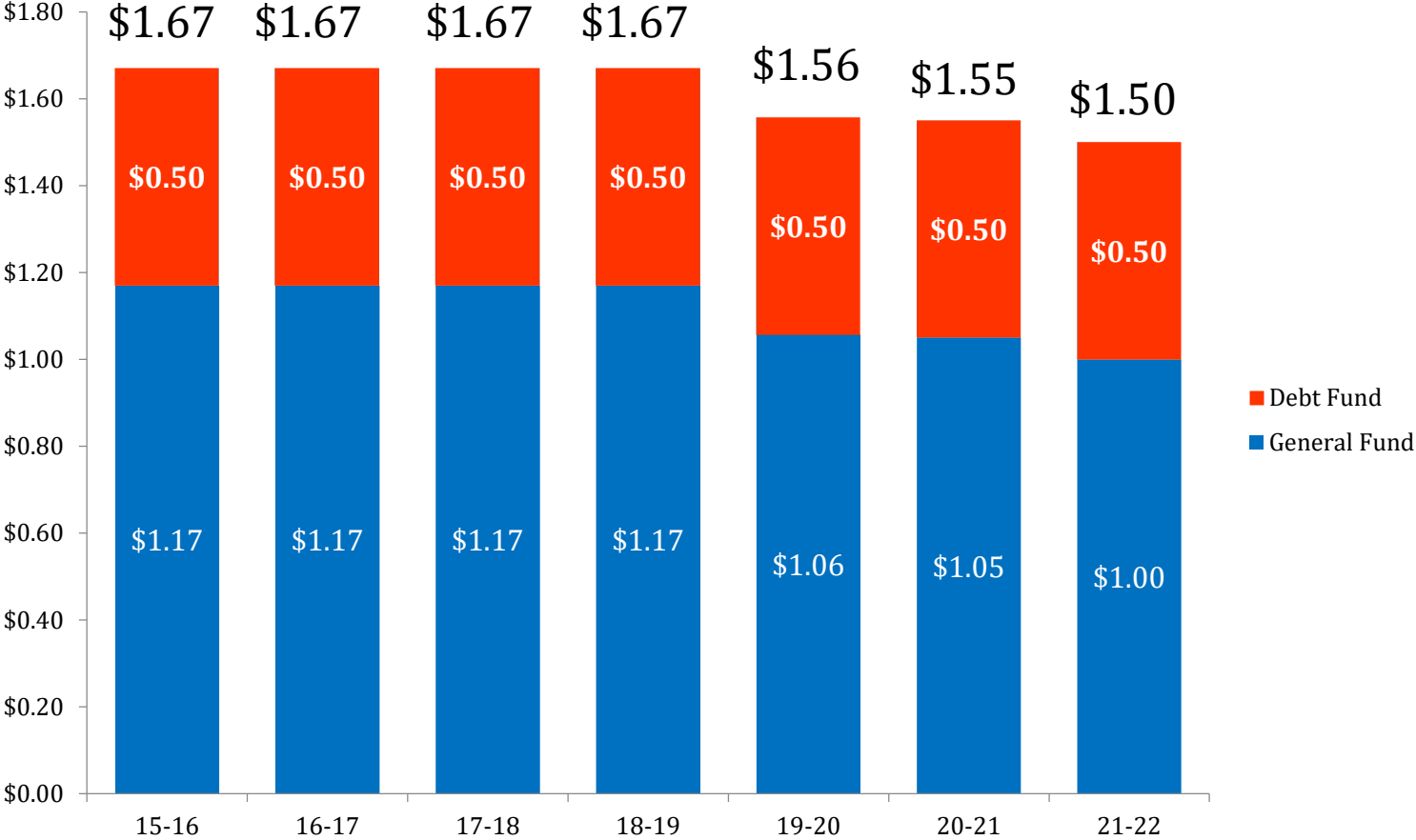
Courtney Tankersley, Secretary

# 2021-2022 TAX RATE ADOPTION



Presenter – Wes Eversole  
Event – School Board Meeting  
Date – September 20, 2021

# TAX RATE HISTORY



Proposed Tax Rate  
 M&O Tax Rate \$1.0003  
 I&S Tax Rate \$0.50  
 Total Tax Rate \$1.5003



# REQUIRED ORDINANCE LANGUAGE:

“THIS TAX RATE WILL  
RAISE MORE TAXES  
FOR MAINTENANCE  
AND OPERATIONS  
THAN LAST YEAR’S  
TAX RATE”

Does not mean the overall  
tax rate will increase

- Tax Rate Decrease – 5 cents
- Property Value Increase
- New Construction



# REQUIRED ORDINANCE LANGUAGE:

“THE TAX RATE WILL EFFECTIVELY BE RAISED BY 1.66 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY -\$50.00”

- Tax rate that produces the same property revenue in coming year as the previous year
- Does not include State funding
- Actual tax rate – Decrease by 5 cents



# REQUIRED BY TAX CODE

- The tax rate consists of two components, each of which must be approved separately



# Any Questions?



# ACADEMIC UPDATE



Christi Cottongame  
Regular Board Meeting  
September 20, 2021

# ACCOUNTABILITY SYSTEM



# THREE DOMAINS



**Three Domains:** Combining to Calculate Overall Rating



# STUDENT ACHIEVEMENT DOMAIN

Approaches/  
Meets AND  
Masters

## Achievement Domain: Performance

### Elementary/Middle Schools

- STAAR

Weight

100%

### High Schools, K-12, and Districts

- STAAR
- College, Career, and Military Readiness (CCMR)
- Graduation Rate

40%

40%

20%

- Lag data
- Meet TSI Standards in Rdg & Math
- Earn Dual Credit
- Score 3 or higher on AP exam
- Earn an associate's degree prior to graduation
- Enlist in the Armed Forces
- Graduate with an Advanced Degree Plan (Special Ed)
- Earn an industry-based certification



# STUDENT ACHIEVEMENT DOMAIN

## Elementary and Middle Schools

Student Achievement Score

A



	All Students
Total Tests	3,212
# Approaches or Above	2,977
# Meets or Above	1,945
# Masters	878
% Approaches Grade Level or Above	92.7%
% Meets Grade Level or Above	60.6%
% Masters Grade Level	27.3%

Average of 3

$$92.7 + 60.6 + 27.3 / 3 = 60.2$$



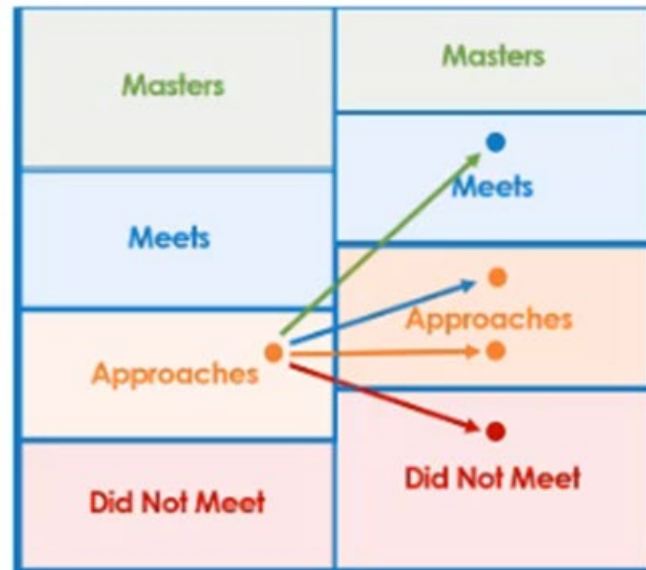
# SCHOOL PROGRESS: ACADEMIC GROWTH



## Academic Growth: Measuring Advancement



STAAR Performance Level



**Accelerated + 1 Point Awarded**

For meeting or exceeding expected growth

**Expected**

**+ .5 Points Awarded**

For maintaining proficiency but failing to meet expected growth

**Limited + 0 Points Awarded**

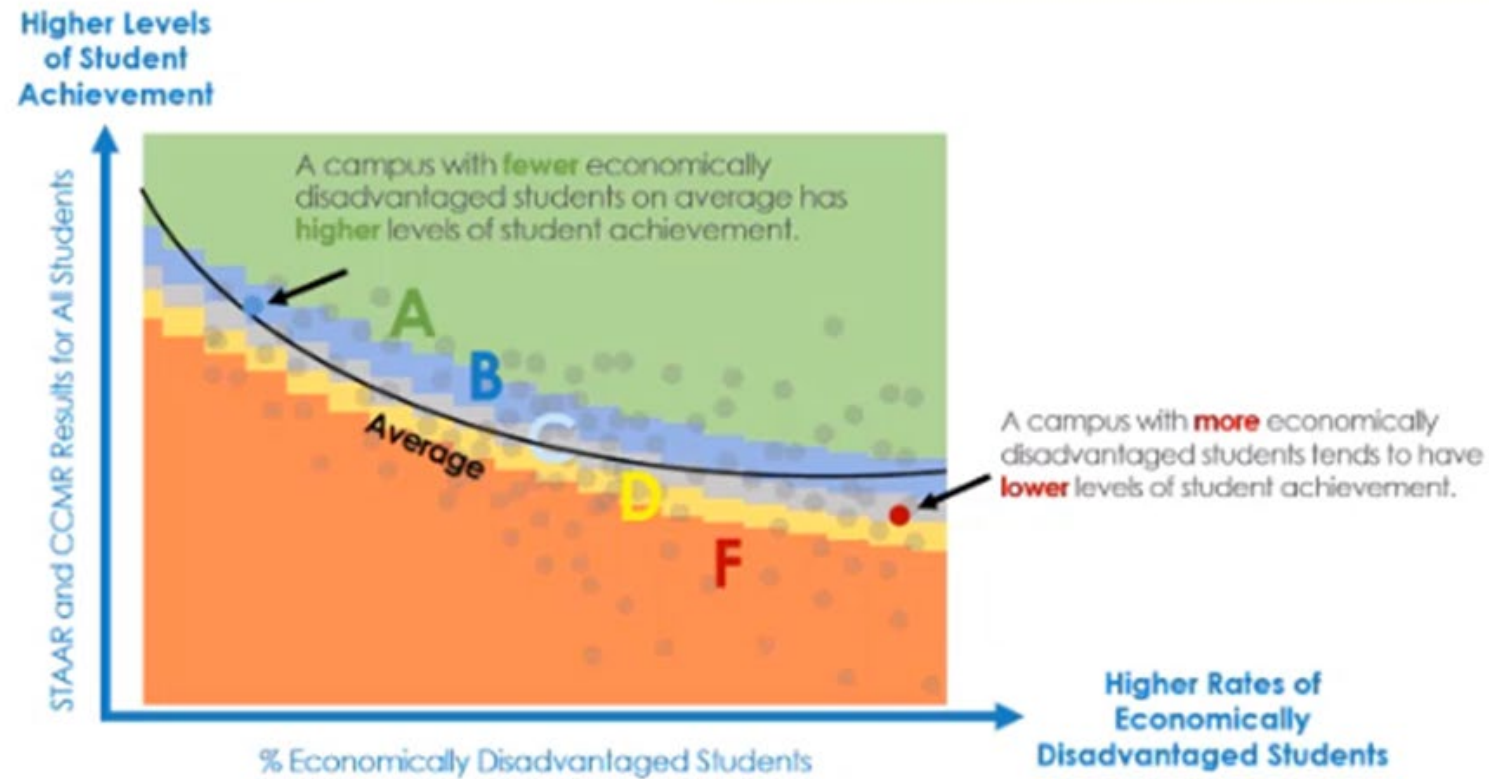
For falling to a lower level



# SCHOOL PROGRESS: RELATIVE PERFORMANCE



## Relative Performance: Measuring School Progress



# THREE DOMAINS

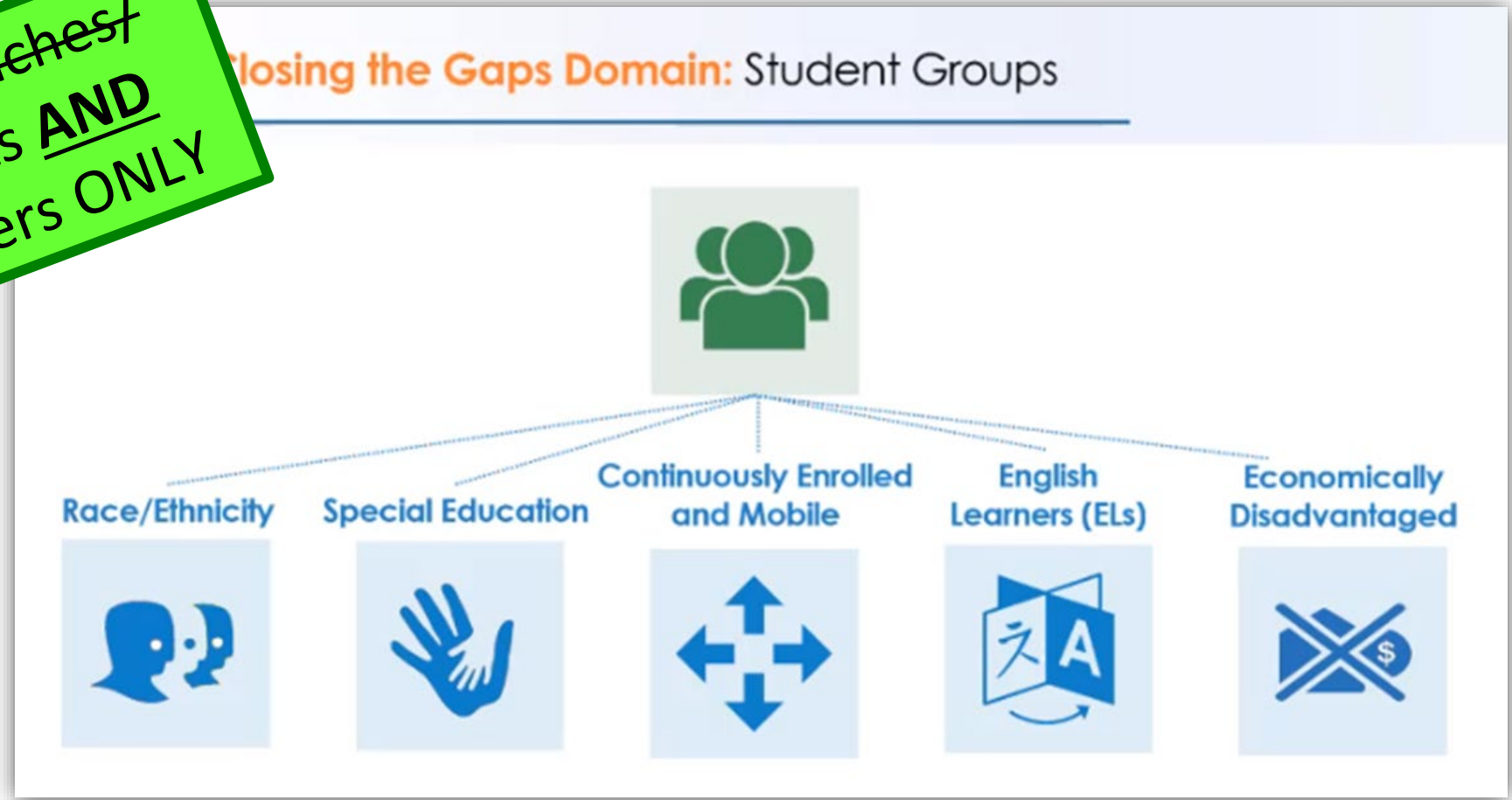


**Three Domains:** Combining to Calculate Overall Rating



# CLOSING THE GAPS: ESSA (FEDERAL ACCOUNTABILITY)

Approaches/  
Meets AND  
Masters ONLY



- Academic Achievement
- Growth Status
- Graduation Rate Status
- EL Proficiency Status
- Student Success
- School Quality Status



If the schools misses the target in one or more area for 3 consecutive years, the school will become a targeted improvement campus.



# DISTINCTIONS

2018 Campus Comparison Group  
LAKE DALLAS EL (061912101) - LAKE DALLAS ISD  
Campus Type: Elementary  
Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
LAKE DALLAS EL (061912101)	LAKE DALLAS ISD	EE-05	664	60.1	21.8	10.6	0.0	11.9
1 E C MASON EL (020901105)	ALVIN ISD	PK-05	680	55.6	28.4	12.2	0.0	7.9
2 MELBA PASSMORE EL (020901108)	ALVIN ISD	PK-05	683	60.8	13.9	12.7	0.0	13.0
3 GRACE E HARDEMAN EL (220902114)	BIRDVILLE ISD	PK-05	643	62.5	22.4	16.2	0.0	10.9
4 GONZALO AND SOFIA GARCIA EL (071907105)	CANUITILLO ISD	PK-05	502	63.5	25.5	9.2	0.0	12.2
5 MORNINGSIDE EL (046902117)	COMAL ISD	EE-05	723	66.4	23.1	16.3	0.0	10.0
6 COMANCHE EL (047901101)	COMANCHE ISD	EE-05	658	67.2	19.8	11.4	0.0	12.0
7 CRANE EL (052901101)	CRANE ISD	EE-05	569	53.6	25.0	11.1	0.0	8.6
8 BARRETT EL (101906103)	CROSBY ISD	01-05	482	59.1	26.6	15.0	0.0	10.0
9 VICTOR H HEXTER EL (057905153)	DALLAS ISD	PK-05	560	57.1	24.6	10.4	0.0	7.0
10 NEWTON RAYZOR EL (061901107)	DENTON ISD	PK-05	624	55.3	26.9	11.5	0.0	9.1
11 NOEL EL (068901124)	ECTOR COUNTY ISD	KG-05	534	59.0	24.9	16.3	0.0	11.4
12 PEASE EL (068901117)	ECTOR COUNTY ISD	KG-05	602	61.6	17.1	14.4	0.0	10.5
13 FARMERSVILLE INT (043904102)	FARMERSVILLE ISD	02-05	477	56.6	17.6	11.5	0.0	11.1
14 WAVERLY PARK EL (220905176)	FORT WORTH ISD	EE-05	720	61.0	20.0	17.4	0.0	11.3
15 FREDERICKSBURG EL (086901102)	FREDERICKSBURG ISD	02-05	852	60.2	16.3	9.5	0.0	10.7
16 JAMES B HAVARD EL (101910113)	GALENA PARK ISD	PK-05	690	62.6	26.7	9.0	0.0	9.0
17 NITA PEARSON EL (057909156)	GARLAND ISD	PK-05	676	58.6	28.6	15.6	0.0	8.9
18 PAT COOPER EL (246904104)	GEORGETOWN ISD	PK-05	550	58.5	18.2	14.8	0.0	9.6
19 STEPHEN F AUSTIN EL (101911102)	GOOSE CREEK CISD	PK-05	762	58.7	26.2	11.7	0.0	9.3
20 RED EL (101912224)	HOUSTON ISD	EE-05	648	60.5	22.8	7.7	0.0	7.1
21 RIDGE CREEK EL (101913127)	HUMBLE ISD	PK-05	757	61.7	20.1	14.1	0.0	11.2
22 A G ELDER EL (126905103)	JOSHUA ISD	EE-05	524	65.3	24.2	13.1	0.0	11.3
23 SUE CREECH EL (101914119)	KATY ISD	KG-05	714	61.2	18.6	12.4	0.0	8.5
24 BAYSHORE EL (101916104)	LA PORTE ISD	EE-05	578	58.8	19.6	14.6	0.0	12.5
25 PATRICIA KNOWLES EL (24691312)	LEANDER ISD	EE-05	638	55.8	25.5	14.7	0.0	14.6
26 LIBERTY EL (146906103)	LIBERTY ISD	02-05	649	55.3	23.0	13.5	0.0	11.1
27 MAGNOLIA EL (170906102)	MAGNOLIA ISD	PK-05	842	62.4	20.2	14.8	0.0	8.9
28 COLT EL (027904102)	MARBLE FALLS ISD	EE-05	620	66.5	22.1	13.9	0.0	13.1
29 GARZA EL (108906122)	MCALLEN ISD	EE-05	559	60.1	22.0	7.3	0.0	10.6
30 J A VITOVSKY EL (070908107)	MIDLOTHIAN ISD	EE-05	596	56.9	26.8	12.7	0.0	12.8
31 BRYAN EL (108908101)	MISSION CISD	PK-05	739	64.4	25.6	10.9	0.0	6.0
32 STAHL EL (015910125)	NORTH EAST ISD	KG-05	813	61.0	24.1	14.6	0.0	10.5
33 CHRISTIE EL (043910112)	PLANO ISD	PK-05	737	56.6	25.8	13.9	0.0	13.4
34 LACY EL (043911101)	PRINCETON ISD	EE-05	541	64.5	27.7	14.3	0.0	11.3
35 CALDWELL HEIGHTS EL (246909127)	ROUND ROCK ISD	EE-05	736	58.3	17.8	16.8	0.0	11.3
36 NEYSA CALLISON EL (246909136)	ROUND ROCK ISD	EE-05	803	62.5	23.3	16.8	0.0	10.3
37 LOMA VERDE (071909121)	SOCORRO ISD	EE-05	678	59.4	24.8	10.3	0.0	15.9
38 MATIAS DE LLANO EL (240903116)	UNITED ISD	EE-05	542	59.4	29.2	8.8	0.0	12.4
39 WRIGHT EL (184903103)	WEATHERFORD ISD	EE-05	542	56.1	21.0	12.6	0.0	8.3
40 W LLOYD MEADOR EL (170904107)	WILLIS ISD	PK-05	768	57.7	18.5	16.2	0.0	8.7

A campus earns a distinction designation if it is in the top quartile (Q1) of its comparison group for at least 33 percent (for high schools and K-12 campuses) or 50 percent (for elementary and middle schools) of the indicators used to award the distinction.

-2018 Accountability Manual, p. 58



# 2018-19 RATINGS



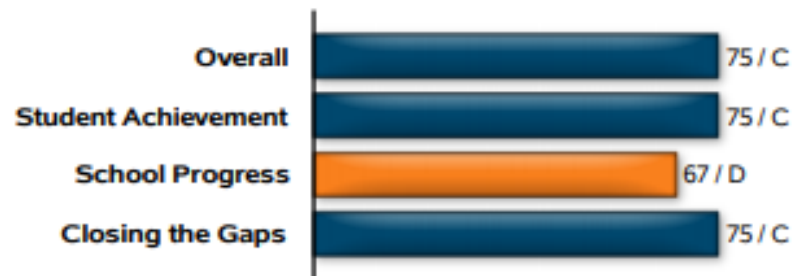
# CORINTH ELEMENTARY

## Accountability Rating

C

CORINTH EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for CORINTH EL. Scores are scaled from 0 to 100 to align with letter grades.



## School Information

**District Name:** LAKE DALLAS ISD  
**Campus Type:** Elementary  
**Total Students:** 582  
**Grade Span:** KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Mathematics
- X Science
- X Comparative Academic Growth
- X Comparative Closing the Gaps
- X Postsecondary Readiness



# LAKE DALLAS ELEMENTARY

## Accountability Rating

# C

LAKE DALLAS EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LAKE DALLAS EL. Scores are scaled from 0 to 100 to align with letter grades.



## School Information

**District Name:** LAKE DALLAS ISD  
**Campus Type:** Elementary  
**Total Students:** 652  
**Grade Span:** PK - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness



# SHADY SHORES ELEMENTARY

## Accountability Rating

C

SHADY SHORES EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for SHADY SHORES EL. Scores are scaled from 0 to 100 to align with letter grades.



## School Information

**District Name:** LAKE DALLAS ISD  
**Campus Type:** Elementary  
**Total Students:** 551  
**Grade Span:** EE - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Mathematics
- X Science
- X Comparative Academic Growth
- X Comparative Closing the Gaps
- X Postsecondary Readiness



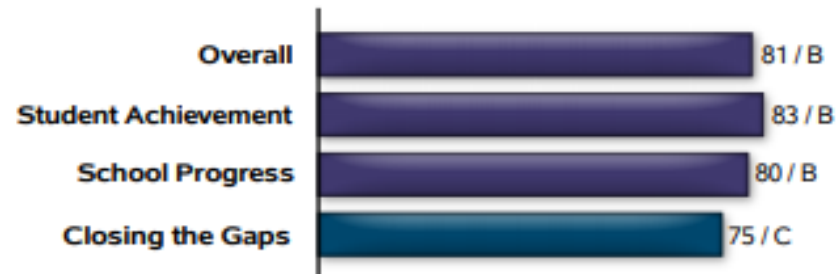
# LAKE DALLAS MIDDLE SCHOOL

## Accountability Rating

# B

LAKE DALLAS MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LAKE DALLAS MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



## School Information

**District Name:** LAKE DALLAS ISD  
**Campus Type:** Middle School  
**Total Students:** 917  
**Grade Span:** 06 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Social Studies
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness



# LAKE DALLAS HIGH SCHOOL

## Accountability Rating

**B**

LAKE DALLAS H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LAKE DALLAS H S. Scores are scaled from 0 to 100 to align with letter grades.



## School Information

**District Name:** LAKE DALLAS ISD  
**Campus Type:** High School  
**Total Students:** 1,314  
**Grade Span:** 09 - 12

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

## Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Comparative Closing the Gaps
- ✓ Postsecondary Readiness
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth



# 2020-21 DATA



# 2020-21 LAKE DALLAS STAAR DATA\*

	Grade	Reading						Math					
		2019			2021			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
District	3rd	83	47	29	71	32	12	81	48	22	57	20	6
	4th	80	43	21	54	23	10	70	43	23	53	24	12
	5th	92	62	33	70	41	22	90	49	25	65	33	16
Corinth	3rd	82	44	25	76	37	12	87	50	23	67	27	12
	4th	70	33	14	55	23	10	68	42	19	54	23	10
	5th	91	67	33	61	36	20	85	53	31	52	18	6
Lake Dallas	3rd	82	45	32	67	25	16	81	50	22	56	20	5
	4th	92	52	30	53	28	11	78	54	33	60	30	16
	5th	88	45	21	73	43	20	90	38	13	74	40	22
Shady Shores	3rd	86	53	29	69	33	9	74	44	22	50	12	1
	4th	78	43	20	55	18	9	64	32	16	44	19	9
	5th	98	78	49	78	45	27	95	61	34	68	43	20
LDMS	6th	69	37	15	65	29	11	84	47	18	72	37	12
	7th	75	48	26	70	43	21	87	58	26	68	34	13
	8th	90	53	30	73	45	18	90	59	14	49	18	4

Shaded areas are at or above state averages.

\*Based on June Preliminary Reports

# 2020-21 LAKE DALLAS STAAR DATA\*

	Grade	Writing						Science						Social Studies					
		2019			2021			2019			2021			2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
District	3rd																		
	4th	67	29	8	47	15	4												
	5th							79	47	18	58	22	7						
Corinth	3rd																		
	4th	58	19	4	45	18	4												
	5th							83	52	17	48	22	4						
Lake Dallas	3rd																		
	4th	80	39	14	46	13	3												
	5th							71	34	14	64	22	10						
Shady Shores	3rd																		
	4th	62	28	6	50	15	5												
	5th							84	59	24	63	23	7						
LDMS	6th																		
	7th	75	42	14	61	29	16												
	8th							86	57	29	66	42	21	78	47	30	60	34	10

Shaded areas are at or above state averages.

\*Based on June Preliminary Reports

# 2020-21 LAKE DALLAS STAAR DATA\*

		2019			2021		
		Approaches	Meets	Masters	Approaches	Meets	Masters
English I		76	57	6	80	60	12
English II		70	53	5	78	62	8
Algebra I		96	76	41	84	34	5
Biology		88	60	25	87	52	11
US History		95	79	50	92	75	45

Shaded areas are at or above state averages.

\*Based on June Preliminary Reports

# THE PLAN

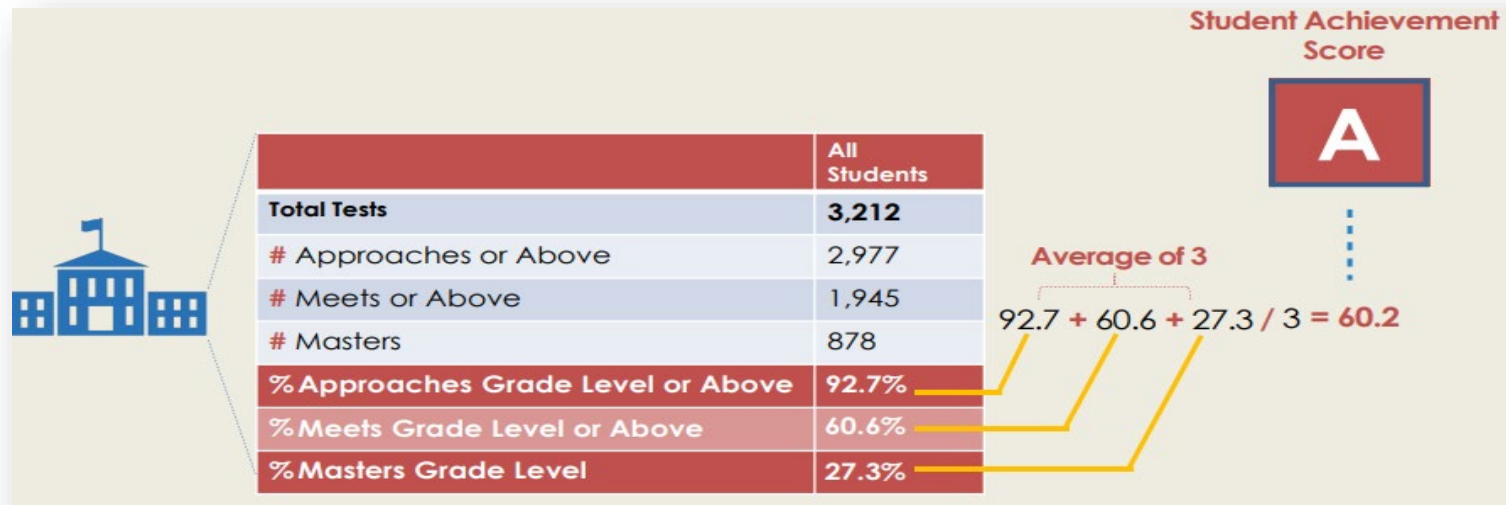


# BE INTENTIONAL ABOUT EVERYTHING

- Lesson planning
- Data
- Professional Learning Communities (PLCs)
- By student by skill



# HIGH EXPECTATIONS



Goal 90/60/30 for all



# Any Questions?



# 11. B. 2019 Bond Construction Update



Wes Eversole  
Regular Board Meeting  
September 20, 2021



# BOND *Projects*



CORINTH ES  
CAFETERIA



LDHS MAIN LOBBY



LDMS PRACTICE FIELD



CORINTH ES MAIN ENTRANCE



# Additions & Renovations to Lake Dallas HS

## Work Remaining

- New sidewalk at student entry
- Landscape and irrigation
- Exterior metal panels and canopies
- New reception
- Remaining interior finishes (stairs, millwork, & graphics)







# Multi-Purpose Indoor Practice Facility

## Work Remaining

- Landscape and irrigation
- Parking lot lights
- Flooring
- Athletic netting
- A/V systems
- Technology system





# Athletic Additions & Renovations to LDMS

## Work Remaining

- Landscape and irrigation
- Parking lot lights
- Outdoor storage building and field events





# Additions & Renovations to Corinth ES

## Work Remaining

- Landscape and irrigation
- Exterior logo wall
- Library renovation
- Main entry addition





CAUTION  
SLIP AND FALL  
HAZARD



CORINTH  
ELEMENTARY  
3501



# Any Questions?



<b>504 Students</b>						9/7/21
<b>Grade 2021-2022</b>	<b>CE</b>	<b>LDE</b>	<b>SSE</b>	<b>LDMS</b>	<b>LDHS</b>	<b>District Total</b>
K	0	0	0			
1st	7	1	4			
2nd	5	11	6			
3rd	14	13	13			
4th	12	23	20			
5th	18	16	22			
6th				72		
7th				57		
8th				57		
9th				64		
10th				53		
11th				69		
12th	68					
<b>Total</b>	<b>56</b>	<b>64</b>	<b>65</b>	<b>186</b>	<b>254</b>	<b>625</b>

A parent or teacher may request a 504 committee meeting anytime conditions warrant by contacting the 504 Campus Coordinator, campus administrators, and/or the student's teacher. Federal regulation requires re-evaluations at three-year intervals.

Accommodations requested for 504 Students		
	College Board	ACT
2016-2017	3	0
2017-2018	6	2
2018-2019	4	5
2019-2020	20	9
2020-2021	19	1

**ACT**  
 Beginning with the 2021-22 testing year, students who already receive accommodations at their school under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act will automatically be eligible to receive the allowable testing accommodations when they register for the ACT with accommodations. <https://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>

**College Board**  
 Requests for accommodations can be made by contacting the school and signing the parent consent form or submitting a paper request directly to the College Board. To request through the high school please contact Clint Rushing, Assistant Principal, [crushing@ldisd.net](mailto:crushing@ldisd.net) <https://accommodations.collegeboard.org/request-accommodations>

The testing dates, registration information, and how to request accommodations is communicated to students and parents by campus administration through Peachjar, Blackboard, School Announcements, Social Media, the academic advisor newsletter and on the website. Students and parents may also contact their Academic Advisor if they have any questions through the ACT or College Board process.

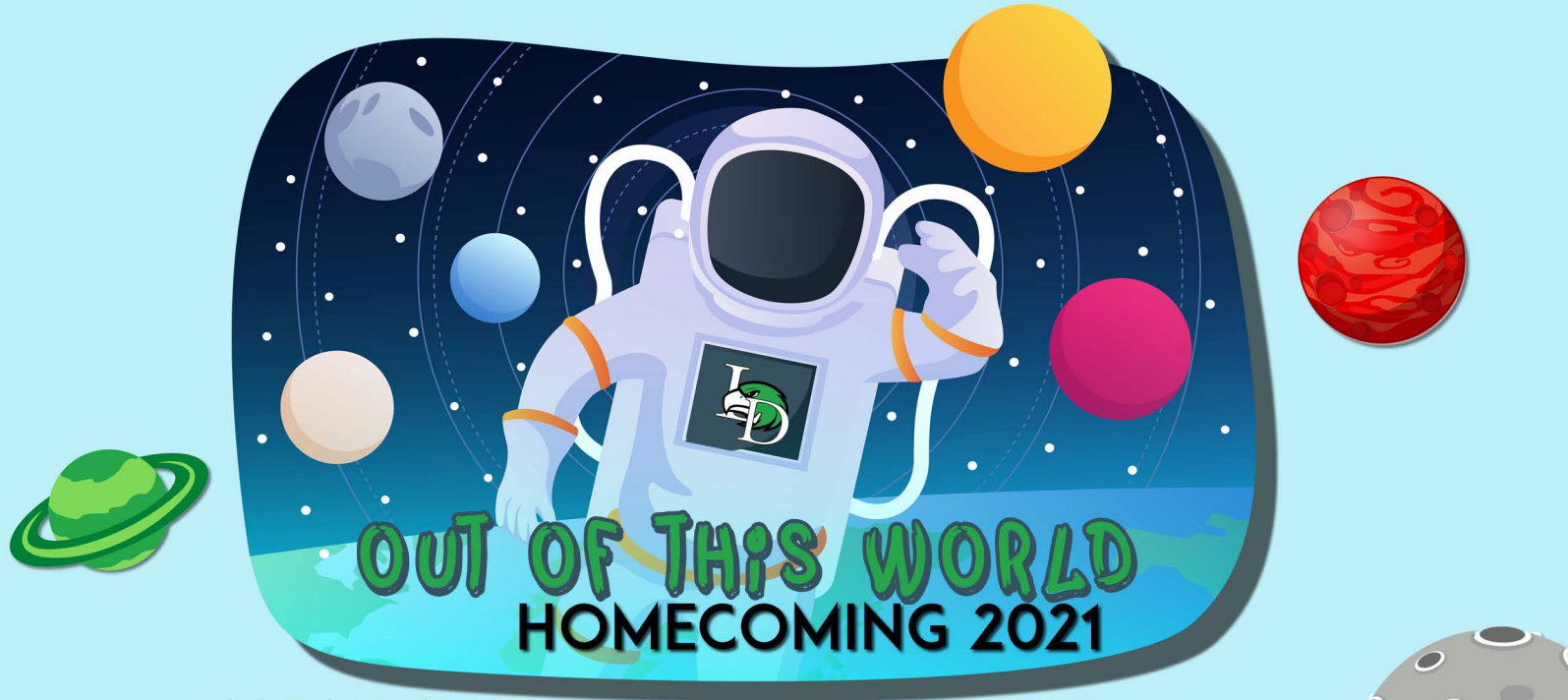


# UPCOMING EVENTS

*Lake Dallas Independent School District*

EVENT	DATE	TIME	LOCATION
Start With Hello Week	Sept. 20-24	ALL WEEK	ALL CAMPUSES
Tennis vs Grapevine	Sept. 21	4:00 p.m.	LDHS Tennis Courts
Volleyball @ Birdville	Sept. 21	6:30 p.m.	Birdville Gymnasium
Football @ Frisco Liberty	Sept. 23	7:00 p.m.	The Star
Volleyball vs. Grapevine	Sept. 24	6:30 p.m.	LDHS New Gym
Golf @ 36th Bi-Annual Ryan Buffet	Sept. 27	8:00 a.m.	Oakmont Country Club
Homecoming Week	Sept. 27 - Oct. 1	ALL WEEK	ALL CAMPUSES (See Homecoming Flyer)
Tennis @ Denton Ryan	Sept. 28	4:00 p.m.	Denton Ryan
SSE's First and Second Grade Program & Open House	Sept. 28	6:00 p.m.	Shady Shores ES
Volleyball vs. Denton Ryan	Sept. 28	6:30 p.m.	LDHS New Gym
Cross Country @ Lee Williams Invitational	Oct. 1	7:30 a.m.	The Buff
Golf @ Fred Willis Memorial	Oct. 1	7:30 a.m.	Lake Park Golf Course
Volleyball vs Richland	Oct. 1	6:30 p.m.	LDHS New Gym
Football vs. Princeton	Oct. 1	7:00 p.m.	Falcon Stadium
Tennis @ Richland	Oct. 5	4:00 p.m.	Richland High School
CE 101 Curriculum Night	Oct. 5	6:00 p.m.	Corinth ES
Volleyball @ Denton High	Oct. 5	6:30 p.m.	Denton High
Volleyball vs. Colleyville Heritage	Oct. 8	6:30 p.m.	LDHS New Gym
Football @ Denison	Oct. 8	7:00 p.m.	Denison Munson Stadium
Student Holiday/Staff Development	Oct. 11-12	ALL DAY	ALL CAMPUSES
Community Leadership Breakfast	Oct. 12	8:00 a.m.	LDHS

Volleyball @ Northwest	Oct. 12	6:30 p.m.	Northwest High School
Golf @ Argyle Eagles Invitational	Oct. 15	8:00 a.m.	Robson Ranch GC
Cross Country @ UIL 5A - District 6 Championship	Oct. 15	5:00p.m.	The Buff
Volleyball vs. Birdville	Oct. 15	6:30 p.m.	LDHS New Gym
Football vs. Lovejoy	Oct. 15	7:00 p.m.	Falcon Stadium
Golf @ WF Rider Invitational	Oct. 18	8:00 a.m.	WinStar Golf Course
Volleyball @ Grapevine	Oct. 19	6:30 p.m.	Grapevine High School
Golf @ Cleburne Fall Classic	Oct. 22	8:00 a.m.	Cleburne Golf Links



**MONDAY**  
SEPT. 27

**HOMECOMING PARADE**

MAIN STREET, LAKE DALLAS

5:15 PM

**COMMUNITY PEP RALLY**

AFTER PARADE @ CITY PARK

**TUESDAY**

SEPT. 28

**MIDDLE SCHOOL SPIRIT RALLY**

@ LAKE DALLAS MIDDLE SCHOOL

9:30 AM

**THURSDAY**

SEPT. 30

**ELEMENTARY SPIRIT RALLIES**

@ ELEMENTARY SCHOOLS

9:30 AM

**FRIDAY**

OCT. 1

**HIGH SCHOOL PEP RALLY**

@ LDHS, 9:05 AM

**TAILGATE PARTY**

@ FALCON STADIUM, 5 PM

**HOMECOMING COURT**

@ FALCON STADIUM, 6:30 PM

**FALCON FOOTBALL VS. PRINCETON**

@ FALCON STADIUM, 7 PM

**DRESS-UP DAYS**

**MONDAY**

**SPACE JAM**

DRESS IN YOUR FAVORITE TEAM

JERSEY/SHIRT

**TUESDAY**

**GUARDIANS OF THE GALAXY**

DRESS IN YOUR FAVORITE

SUPER HERO SHIRT

**WEDNESDAY**

**WE COME IN PEACE**

DRESS IN YOUR BEST

70'S ATTIRE

**THURSDAY**

**FALCONS SHINE BRIGHT**

DRESS IN YOUR BRIGHTEST

NEON COLORS

**FRIDAY**

**PAINT THE GALAXY GREEN**

DRESS IN YOUR

FALCON GREEN