

LAKE DALLAS INDEPENDENT SCHOOL DISTRICT  
Board of Trustees



**Regular Meeting**

Monday, October 17, 2022 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, and Establishment of Quorum
2. Executive Session

The open session of the meeting will adjourn. The Board of Trustees will reconvene in executive 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 executive 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)
- C. Discussing or deliberating negotiated contract for prospective gift or donation to the school district (TCG 551.073)
- 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, Moment of Silence and Pledges of Allegiance
- 4. Student/Staff Reports & Recognitions
  - 4.A. SSE Student Assemblies
  - 4.B. Purple Star Campus
  - 4.C. National Merit Semifinalists
- 5. 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.

- 6. Trustee Reports
- 7. Superintendent Report

#### 8. 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.

- 8.A. Consideration/Approval of the Minutes of the September 19, 2022, REGULAR Board Meeting
- 8.B. Consideration/Approval of Monthly Financial Statements and Quarterly Investment Report
- 8.C. Consideration/Approval of the Memorandum of Understanding with ESC Region 11 for Reading Academies training
- 8.D. Consideration/Approval of TTESS Appraisers Update
- 8.E. Consideration/Approval of Professional New Hires

#### 9. ACTION ITEMS

- 9.A. Consideration/Approval of the District Improvement Plan
- 9.B. Consideration/Approval of Campus Improvement Plans
- 9.C. Consideration/Approval of FM(LOCAL) Proposed Revisions

#### 10. FUTURE ITEMS

- 10.A. Texas Association of School Boards (TASB) Policy Review
- 10.B. Lake Dallas Elementary School Hail Claim Update

#### 11. INFORMATION ITEMS

- 11.A. Strategic Plan - Faculty & Staff

- 11.B. Upcoming Meetings & Events
12. Executive Session (if needed)
13. Adjournment

# SHADY SHORES STUDENT ASSEMBLIES



**Presenter:** Jennifer Bryant

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# SSE STUDENT ASSEMBLIES

- Choose Theme
- Write Script
- Create Decorations
- Make Certificates



# SSE STUDENT ASSEMBLIES





**LAKE DALLAS**  
*Independent School District*

# TEXAS PURPLE STAR CAMPUS



**Presenter:** Mollie Avelino

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# TEXAS PURPLE STAR CAMPUS



CONGRATS TO

**LDHS**

TEXAS PURPLE  
STAR CAMPUS





**LAKE DALLAS**  
*Independent School District*

# NATIONAL MERIT SEMIFINALISTS

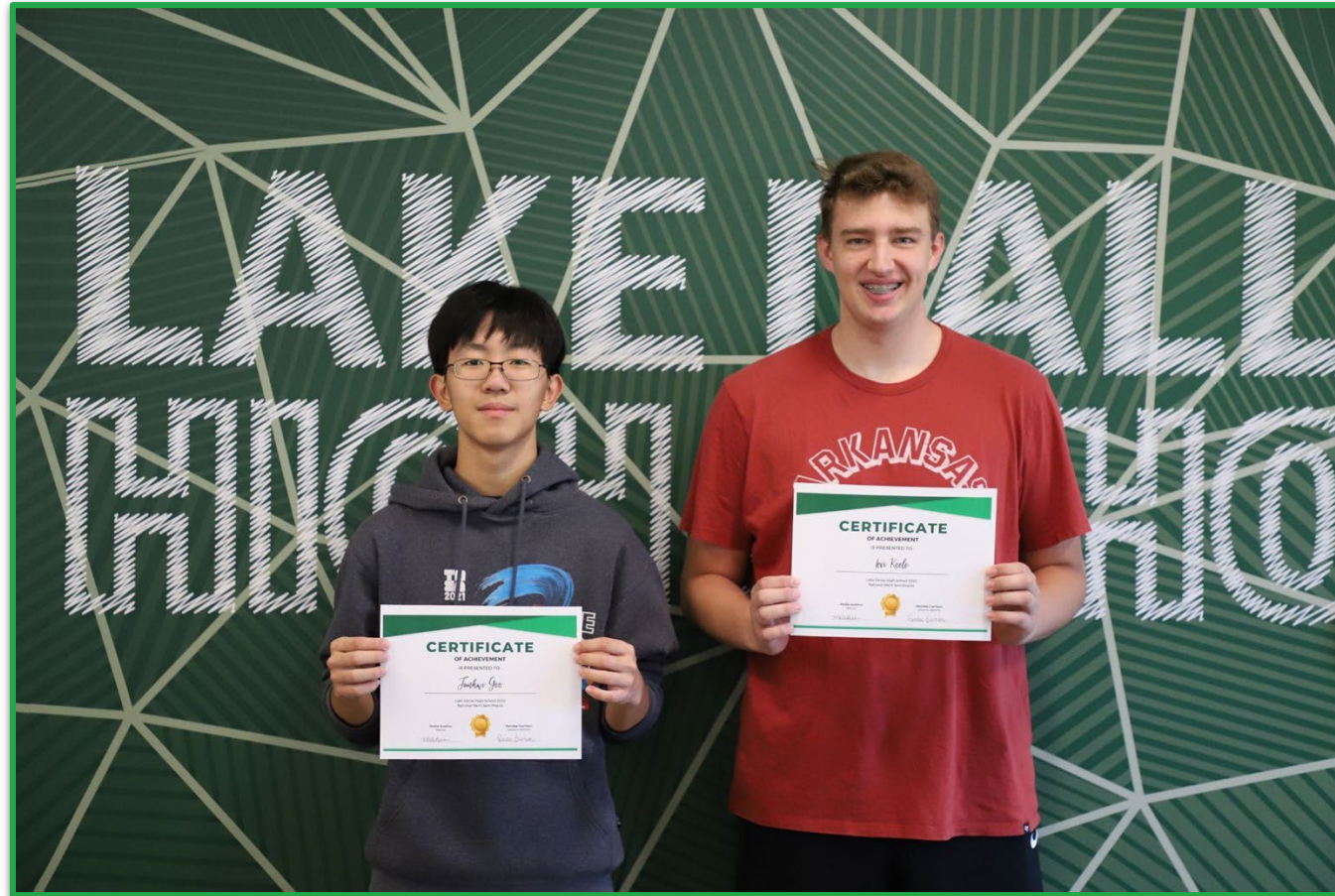


**Presenter:** Mollie Avelino

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NATIONAL MERIT SEMIFINALISTS



Junhwi Goo • Levi Koele





**LAKE DALLAS**  
*Independent School District*

# 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, September 19, 2022, beginning at 5:30 PM at 104 Swisher Rd., Lake Dallas, TX 75065.

PRESENT: President Lance Stacy, Vice President Alicia McKinley, Secretary Mark Tucker, Trustees Ginger Collier, Bruce Smith, Courtney Tankersley and Scott Baird, and Superintendent Dr. Mike Rockwood

ABSENT: None

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

**2. Executive Session**

The open session of the meeting adjourned at 5:30 PM. The Board of Trustees moved to executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

**3. Reconvene to Open Session, Moment of Silence and Pledges of Allegiance**

The Board reconvened to Open Session at 6:05 PM. The pledges of allegiance were led by Corinth Elementary students and a moment of silence was observed.

**4. Student Report**

**A. Elementary Computer Labs**

Mrs. Jessica Bovan, Corinth Elementary Principal, and CE students Brantley Knuckles, Thomas Eldred, Micah Ward and Brooklyn Knabe presented on the Computer Labs at the elementary campuses.

**5. Public Comment**

Persons desiring to address the Board of Trustees were given the opportunity to sign up to speak.

Jennifer Dodson, a LDISD parent, requested that the district stop asking for and using student cell phone numbers due to security issues.

**6. Trustee Reports**

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

- Trustee Bruce Smith stated that he enjoyed seeing students returning to Board meetings to present.
- Vice President Alicia McKinley shared that she enjoyed attending numerous campus events and was especially thankful for the parental support at all events. She also commented about the artwork highlighted at the Board meetings.

- Secretary Mark Tucker thanked Dr. Rockwood for representing the District so well at the Lake Cities Chamber of Commerce luncheon.
- Trustee Courtney Tankersley stated her thankfulness for the warm greetings she has received from staff and students during her short time back on the Board, and gave a shout out to all of the staff for the hard work being done on the campuses.
- Trustee Ginger Collier said that we wanted to reiterate the remarks of Mark Tucker about how well Dr. Rockwood represented the district at the chamber luncheon.

## **7. Superintendent Reports**

Dr. Rockwood shared positive comments about

- The Falcon athletic teams and how well they are doing
- The Arts
  - LDMS student Cade Allen for receiving the overall grand champion student art award at the North Texas State Fair
  - The LDISD Visual Arts Department for receiving the Texas Art Education Association's District of Distinction award for the 4th consecutive year since its inception.
- Lake Dallas High School seniors Junhwi Goo and Levi Koele for being named National Merit Semifinalists.

## **8. 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 Bruce Smith and SECONDED by Courtney Tankersley to approve the consent agenda.**

- A. Consideration/Approval of the Minutes of the August 15, 2022 REGULAR Meeting**
- B. Consideration/Approval of the Minutes of the August 26, 2022 SPECIAL Meeting**
- C. Consideration/Approval of the Minutes of the August 29, 2022 SPECIAL Meeting**
- D. Consideration/Approval of Monthly Financial Statements**
- E. Consideration/Approval of Denton County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding**  
Annually, the Lake Dallas ISD Board of Trustees review and consider an updated MOU for use of the Denton County JJAEP. Occasionally, Lake Dallas ISD may need to place students in the Denton County JJAEP; therefore, this agreement is in place to ensure the student's education is not disrupted.
- F. Consideration/Approval of 4H 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.
- G. Consideration/Approval of ESC XI Contracted Services Agreement**

Region XI Educational Service Center provides multiple services to the District as part of an annual agreement. The 2022-2023 agreement includes 8 contracts:

1. Comprehensive Services Basic Contract
2. HR Resources
3. Instructional Solutions & Support
4. Superintendent & School Board Training
5. Technology Services
6. TEKS Resource System
7. TSDS (PEIMS/ECDS), and
8. OnDataSuite.

In the June meeting, it was stated that we were exploring options for question banks. TEKSbank, through Region 11, is currently our best option for supporting the new item types on the STAAR test. Approval of TEKSbanks will add this to the contracts presented in June.

**H. Consideration/Approval of Professional New Hire**

Delilah Miramontes will replace LaTonne Leftwich as ESL specialist at Corinth Elementary. Ms. Leftwich has taken on the role of RTI specialist at Corinth Elementary upon Cymica Gallahan's departure from the district.

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

**9. ACTION ITEMS**

**A. Consideration/Approval of SHAC Board Member Ex-Officio Member Appointment**

Lake Dallas ISD SHAC By-Laws outlines the appointment of a Trustee to serve as an ex-officio (non-voting) member of the Student Health Advisory Council (SHAC) for the 2022-2023 school year. Membership is made up of staff, parents, and community members

***Courtney Tankersley MOVED to appoint Alicia McKinley as the ex-officio member of SHAC. Scott Baird SECONDED. MOTION PASSED 7-0***

**10. FUTURE ITEMS**

**A. FM (LOCAL) Proposed Revisions**

Dr. Shorr Heathcote presented the proposed revisions for FM (LOCAL) that address District official symbols, colors, mascot, and the Lake Dallas High School Song. All current uniforms and items would be grandfathered until replacement is necessary. If approved, administrative regulations would be created to support the implementation of this local policy revision.

**11. INFORMATION ITEMS**

**A. Strategic Plan- Student Success**

The district went through the Strategic Planning process in the spring of the 2021-22 school year. Dr. Shorr Heathcote and Christi Cottongame provided an update on Priority 1- Student Success of the Balanced Scorecard.

**B. Upcoming Meetings & Events**

Adam Bennett presented a list of upcoming Board Events.

**12. Executive Session (if needed)**

The Board of Trustees did not move to executive session pursuant to one or more of the sections of the Texas Open Meetings Act (Chapter 551 of the Texas Government Code).

**13 Adjournment**

**The meeting was adjourned at 6:48 pm.**

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Lance Stacy, Board President

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Mark Tucker, Board Secretary

**Lake Dallas ISD**  
**Summary Of Tax Collections Comparison**  
**August 2022**

| <u>Current Tax Collections</u>          | <u>2022</u>       | <u>2021</u>       | <u>2020</u>       |
|---|-------------------|-------------------|-------------------|
| Current Tax Roll Status:                | \$37,169,279      | \$35,179,135      | \$34,413,500      |
| +/- Supplemental Adjustments            | 577,023           | 724,474           | 210,512           |
| Balance Taxes Due After Adjustments     | <u>37,746,302</u> | <u>35,903,610</u> | <u>34,624,012</u> |
| Current Collection Activity:            |                   |                   |                   |
| General Operating Fund                  | 24,012,196        | 23,144,624        | 22,406,463        |
| Debt Service Fund                       | 12,002,467        | 11,018,101        | 10,486,971        |
| Total Current Collections               | <u>36,014,663</u> | <u>34,162,724</u> | <u>32,893,433</u> |
| Unpaid Current Taxes Due @ End of Month | 1,731,638         | 1,740,885         | 1,730,579         |
| Collection % to Current Tax Role        | 95.41%            | 95.15%            | 95.00%            |

**Delinquent Tax Collections**

|  |                |                |                |
|--|----------------|----------------|----------------|
| Prior Years Delinquent Tax Roll:           | 741,793        | 530,140        | 556,060        |
| +/- Supplemental Adjustments               | (141,378)      | (153,373)      | (10,942)       |
| Balance Taxes Due After Adjustments        | <u>600,415</u> | <u>376,767</u> | <u>545,119</u> |
| Delinquent Collection Activity:            |                |                |                |
| Less General Operating Funds Collected     | 62,406         | -30,011        | 61,878         |
| Less Debt Service Collected                | 29,800         | (13,664)       | 26,429         |
| Total Delinquent Collections               | <u>92,207</u>  | <u>-43,675</u> | <u>88,307</u>  |
| Unpaid Delinquent Taxes Due @ End of Month | 508,208        | 420,442        | 456,811        |
| Collection % to Delinquent Tax Role        | 15.36%         | -11.59%        | 16.20%         |

**Penalties, Interest, Attorney Fees**

|  |                |                |                |
|--|----------------|----------------|----------------|
| Penalties and Interest:                  |                |                |                |
| Penalty and Interest Paid On Taxes       | 210,381        | 110,795        | 107,251        |
| Amount Paid to Tax Attorney              | 96,137         | 31,933         | 27,531         |
| Total Penalties, Interest, Attorney Fees | <u>306,518</u> | <u>142,728</u> | <u>134,782</u> |

**Collection Summary**

|  |                   |                   |                   |
|--|-------------------|-------------------|-------------------|
| Current Taxes Collected                          | 36,014,663        | 34,162,724        | 32,893,433        |
| Delinquent Taxes Collected                       | 92,207            | -43,675           | 88,307            |
| Penalties, Interest, Attorney Fees               | 306,518           | 142,728           | 134,782           |
| Total Tax Collections                            | <u>36,413,388</u> | <u>34,261,777</u> | <u>33,116,522</u> |
| Total Unpaid Current Taxes Due @ End of Month    | 1,731,638         | 1,740,885         | 1,730,579         |
| Total Unpaid Delinquent Taxes Due @ End of Month | 508,208           | 420,442           | 456,811           |
| Total Taxes Outstanding                          | <u>2,239,847</u>  | <u>2,161,327</u>  | <u>2,187,390</u>  |



**LAKE DALLAS ISD**  
**QUARTERLY INVESTMENT REPORT**  
**QUARTER ENDED AUGUST 31, 2022**  
**SUMMARY OF FIXED TERM INVESTMENTS**

| FUND          | INVESTMENT INSTRUMENT | PURCHASE DATE | INVESTED AMOUNT | STATED YIELD | MATURITY DATE | MARKET VALUE | MATURITY VALUE | MATURITY INTEREST |
|---------------|-----------------------|---------------|-----------------|--------------|---------------|--------------|----------------|-------------------|
| CLEARING FUND | TEXAS TERM            | 3/22/2022     | 8,000,000       | 1.25%        | 9/16/2022     | 8,044,658    | 8,048,767      | 48,767            |
| CLEARING FUND | TEXAS TERM            | 7/5/2022      | 4,000,000       | 2.70%        | 12/2/2022     | 4,017,162    | 4,044,384      | 44,384            |
| TOTAL         |                       |               | 12,000,000      |              |               | 12,061,819   | 12,093,151     | 93,151            |

| TOTAL INVESTMENTS BY FUND | GENERAL FUND | INTEREST AND SINKING ACTIVITY | CONSTRUCTION | TOTAL INVESTMENTS |
|---------------------------|--------------|-------------------------------|--------------|-------------------|
|                           | 296,065      | 1,148,888                     | 350,431      | 11,441,415        |
|                           |              | 9,646,031                     |              |                   |

The Lake Dallas Independent School district complies to the objectives and policies adopted by the Lake Dallas School Board. The objectives and priorities of the investment policy of Lake Dallas Independent School District are as listed: To comply with the laws of the State of Texas as defined in Government Code 10 (Chapter 2256), known as the "Public Funds Investment Act". To provide for the safety of principal of all Lake Dallas ISD funds. To provide sufficient funds to meet the cash needs of the continuing operations of Lake Dallas ISD. To earn the highest possible rates of return on investments consistent with foregoing objectives and guidelines. To allow for diversification in the types, issues and maturities of investments so as to avoid incurring unreasonable and avoidable risks. To maintain the highest professional and ethical standards as custodians of the public trust.

  
 \_\_\_\_\_  
 Wes Eversole, Deputy Superintendent/CFO, District Investment Officer  
 Date 10-13-22



**MEMORANDUM OF UNDERSTANDING**  
**Reading Academies Blended Cohort(s)**

**RECITALS**

THIS INTERLOCAL AGREEMENT (hereinafter referred to as “Agreement”) is made and entered into by and between the Lake Dallas Independent School District, (hereinafter referred to as “The District” and Education Service Center Region 11, (hereinafter referred to as “ESC Region 11”),

WHEREAS, the Texas Government Code, Chapter 791, the “Interlocal Cooperation Act,” authorizes local government entities to enter into interlocal contracts for governmental purposes; and

WHEREAS, to accomplish the outcome of every Kindergarten through Third Grade teacher and principal receiving Reading Academy training, TEA has published guidance in the form of letters to school districts and FAQ guidance to Education Service Centers; and

WHEREAS, the most recent guidance to Education Service Center regarding their provision of Reading Academies to school districts and is incorporated for all purposes into this MOU as if reproduced in its entirety; and

WHEREAS, TEA states that school districts have the following three options relating to ensuring their teachers obtain Reading Academies training:

1. **Use an Authorized Provider** for Comprehensive and/or Blended training for teachers and principals.
  - District pays per participant (\$3,000 for Comprehensive; \$400 for Blended).
2. **Apply to be an approved Authorized Provider** and provide the training to participants.
  - As an Authorized Provider, the district would assume all costs for the training.
3. **Sign an MOU with an Authorized Provider, then employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals.**

- District pays a flat fee to the Authorized Provider (\$10,000 per Cohort Leader for Blended; \$12,000 per Cohort Leader for Comprehensive).

WHEREAS, ESC Region 11, as an Authorized Provider, desires to comply with the guidance set forth by TEA by entering into this MOU with school districts that opt to provide Reading Academy training for their teachers and principals through Options 1 and 3 above.

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the Parties hereto agree as follows:

**I. Designation by District of Reading Academies Services to be Provided by ESC Region 11:**

The District opts for ESC Region 11 to provide Reading Academies training to the District as follows:

**Use ESC Region 11 as an Authorized Provider, and ESC Region 11 will employ staff to act as Cohort Leaders and provide the Blended training to participants.**

**II. Responsibilities of the Parties.**

a. For ESC Region 11:

- 1) Ensure all Cohort Leaders meet the screening requirements determined by TEA.
- 2) Hire Cohort Leaders and assume responsibility for providing salary and benefits.
- 3) Ensure all Cohort Leaders attend the Cohort Leader training provided by TEA.
- 4) Ensure all Cohort Leaders abide by the established participant limitations for each cohort:
  - i. The leader of a Blended Cohort may manage a cohort of up to 100 participants - Blended Cohort Leaders may lead up to 3 cohorts at a time.
- 5) Support online training as determined by the TEA Blended Model.
- 6) Review submitted assignments and provide individual scoring and feedback.
- 7) Coordinate any additional logistics with the district.
- 8) Communicate monthly progress towards participant course completion.

b. For the District:

- 1) Assign one or more individuals to support the coordination and implementation of Reading Academies.
- 2) Support district participants in creation of TEALearn Account.
- 3) Structure the district professional development calendar to support the implementation of Reading Academies.
- 4) Support ESC Region 11 in tracking and supporting teacher completion of Reading Academy requirements, including ensuring participant fidelity to pacing guide.
- 5) Ensure all participants attend a 1-hour mandatory onboarding meeting with Cohort Leader.

- 6) Communicate Reading Academies expectations to participants and collect signed “Participant Statement of Understanding” for all participants enrolled in the course. The statement of understanding will be provided by ESC Region 11.
- 7) Ensure participants are willing and able to complete the entirety of the Reading Academies content within the course time period, unless one of the following exceptions arises: Resignation, Retirement, Termination, Reassignment outside of K-3, FMLA, personal COVID diagnosis, or another extreme circumstance deemed appropriate by TEA and/or ESC Region 11.

### III. TERM OF AGREEMENT

This Agreement shall be effective on 9/1/2022, and terminate, except as provided herein, on 8/31/2023, unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by ESC Region 11 of the District’s personnel (the “Term”). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies. No monies will be refunded unless Agreement is terminated within 30 days of initial signing date. No paid spots will be deferred to a future cohort launch.

### IV. FEES

District pays a \$400 fee per participant, with a total of 2 participants for a total cost of \$ 800.00. Breakdown of participants is as follows: 2 Admin/ ~ ELAR/ ~ SLAR  
~ STR ELAR ~ STR SLAR

### V. ADDITIONAL TERMS AND CONDITIONS.

1. **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.
2. **Entire Agreement.** This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.
3. **Independent Contractor Status.** Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.
4. **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.
5. **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in Tarrant County, Texas.
6. **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of ESC Region 11, of the staff and employees of ESC Region 11, or of the District.



## **Professional Development and Appraisal System Lake Dallas I.S.D. Approved Appraisers 2022-2023**

|                    |                           |
|--------------------|---------------------------|
| Mollie Avelino     | Charlayne Heselton Pruitt |
| Kerri Blevins      | Cala High                 |
| Jessica Bovan      | Karla Landrum             |
| Jennifer Bryant    | Christopher Linton        |
| Randall Caldwell   | Russell Lopez             |
| Christi Cottongame | John Modica               |
| Mike Cromis        | Jonathan Mosby            |
| Ashley Fay         | Jennifer Phillips         |
| Rendee Garrison    | Arely Potts               |
| Jesus Gomez        | Alyssa Stevenson          |
| Shorr Heathcote    | Shelly Wendt              |

The formal appraisal of all District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS) developed by the Texas Education Agency. The purpose of T-TESS is to improve planning, instruction, the learning environment, and professional practices and responsibilities so that the refinement of each teacher's craft leads to improved student performance.

T-TESS aligns with the Texas Teacher Standards (TEC, Chapter 140, Section 149.1001) and is intended to be used for continuous professional growth through ongoing feedback and support which results in refinement of knowledge, skills and practices that ultimately impact student performance.

All appraisers shall complete required T-TESS Appraisal Training and Appraiser Certification exam prior to performing appraisals.

All District teachers shall be appraised annually except as allowed by DNA(Local). Components of the appraisal process, such as classroom observations and walk-throughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.

The District shall establish an appraisal calendar each year.

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

## Professional New Hires for 2022-2023

| <b>Name</b>              | <b>Position</b>     | <b>Campus</b> | <b>University</b>                             | <b>Degree</b> | <b>Experience</b> | <b>Certification/License</b>   |
|--------------------------|---------------------|---------------|---|---------------|-------------------|--------------------------------|
| <b>Czarobski, Meghan</b> | <b>Teacher-SPED</b> | <b>LDHS</b>   | <b>University of<br/>Southern Mississippi</b> | <b>BS</b>     | <b>0</b>          | <b>EC-12 Special Education</b> |

# District Improvement Plan



**Presenter:** Christi Cottongame

**Event:** Regular Board Meeting

**Date:** October 17, 2022

# PURPOSE

The District Improvement Plan (DIP) is part of a school district's planning & goal-setting system.



# PURPOSE

- Under provisions of the Texas Education Code (TEC), every district is required to develop a district plan to improve student performance.
- District and campus plans are developed annually to be mutually supportive of the state goals and objectives under TEC, Chapter 4.
- These plans are living documents that are utilized and adjusted throughout the school year.
- District and Campus Improvement Plans are aligned to the Board approved Strategic Plan.





# Strategic

# PLAN BALANCED SCORECARD

## WE BELIEVE

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.



### STUDENT SUCCESS

- 1.1** Yearly Student Academic Growth  
**1.2** Student Engagement & Culture  
**1.3** Students are Responsible, Contributing Community Members



### FACULTY & STAFF ENGAGEMENT

- 2.1** Faculty/Staff Recruitment & Retention  
**2.2** Faculty/Staff Professional Development  
**2.3** Faculty/Staff Engagement & Culture



### PARENT & FAMILY/ COMMUNITY SUPPORT

- 3.1** Parent & Family/Community Communication  
**3.2** Parent & Family/Community Engagement



### EFFICIENT OPERATIONS

- 4.1** Ensure Strong Financial Stewardship  
**4.2** Well-Maintained Facilities  
**4.3** Safe School Environment

PRIORITIES

OBJECTIVES

#FalconsFirst

**Vision:** *Small School Atmosphere, Big School Opportunities*

**Mission:** *In Lake Dallas ISD, we inspire, educate, & empower our students.*

# DISTRICT IMPROVEMENT PLAN

- Goals- aligned to the strategic plan priorities and objectives
- Performance Objectives- support the goal
- Strategies- activities to help us reach the performance objectives



# PROCESS

- Comprehensive Needs Assessment
  - Strategic Planning Process
  - Data Analysis
- Goals and Performance Objectives
  - aligned to the district balanced scorecard
- Each department created the strategies for their sections



# NEEDS ASSESSMENT

## Demographics

- Current Enrollment: 3,897
- 2021-22 Attendance Rate: 93.4%
- Economically Disadvantaged: 41.60%
- Emergent Bilingual: 12.52%
- At-Risk: 44.62%

## Student Learning

- All campuses earned a B rating in the state accountability system
- Lake Dallas Middle School is no longer a campus in school improvement
- Lack of progress for our Emergent Bilingual students on TELPAS
- Lower math scores at the elementary and high school levels on STAAR





# STUDENT SUCCESS



# STUDENT ACADEMIC GROWTH

- Perf Obj 1: LDISD will ensure that 100% of Lake Dallas ISD student make at least one year of growth.



# STUDENT ENGAGEMENT & CULTURE

- Perf Obj 1: LDISD will increase the student attendance rate to 95% and the staff attendance rate to 90%.
- Perf Obj 2: LDISD will receive favorable student engagement and campus culture survey responses from at least 60% of student responses.
- Perf Obj 3: In LDISD 80% of our students will be involved in at least one extracurricular activity.



# STUDENT SUCCESS: STUDENTS ARE RESPONSIBLE, CONTRIBUTING MEMBERS OF THE COMMUNITY

- Perf Obj 1: LDISD will provide opportunities for students to grow in their social and emotional well being.
- Perf Obj 2: LDISD will ensure that at least 80% of the graduating seniors are college, career, and/or military ready.
- Perf Obj 3: In LDISD all student organizations will be involved in service learning opportunities.





# FACULTY & STAFF ENGAGEMENT



# RECRUITMENT & RETENTION

- Perf Obj 1: LDISD will continue to present a competitive, comprehensive benefits package to the Board of Trustees for consideration for the 2022-23 school year.
- Perf Obj 2: LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2022-23 school year to fill vacancies and prepare for the 2023-24 school year.
- Perf Obj 3: LDISD will increase the percent of staff retained for the 2022-23 school year.



# PROFESSIONAL DEVELOPMENT

- Perf Obj 1: LDISD will provide mentors to all new teachers to support them throughout their first 2 years of teaching.
- Perf Obj 2: LDISD will create a district plan for professional development for all staff.



# ENGAGEMENT & CULTURE

- Perf Obj 1: LDISD will routinely engage faculty and staff in ongoing conversations for continuous improvement.
- Perf Obj 2: LDISD will celebrate staff on a continual basis throughout the year.





# **PARENT & FAMILIES/COMMUNITY SUPPORT**



# PARENT/COMMUNITY COMMUNICATION

- Perf Obj 1: LDISD will increase opportunities for parent/community communication during the 2022-23 school year.
- Perf Obj 2: LDISD will create and launch a Parent Hub and a communication dashboard to improve access to District content.



# PARENT & COMMUNITY ENGAGEMENT

- Perf Obj 1: LDISD will increase opportunities for parents/community to engage in ongoing education.





# EFFICIENT OPERATIONS



# ENSURE STRONG FINANCIAL STEWARDSHIP

- Perf Obj 1: LDISD will ensure a coherent budget development process.
- Perf Obj 2: LDISD will compare budget expenditures to actual expenditures.
- Perf Obj 3: LDISD will provide an Annual Comprehensive Financial Report annually.



# WELL MAINTAINED FACILITIES

- Perf Obj 1: LDISD will increase responsiveness for all maintenance, facility and custodial requests.



# SAFE SCHOOLS

- Perf Obj 1: LDISD will increase the physical security of all LDISD facilities during the 2022-23 school year.
- Perf Obj 2: LDISD will increase the security practices of all faculty and staff.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

# Lake Dallas Independent School District

## District Improvement Plan

2022-2023



# Mission Statement

In Lake Dallas ISD, We inspire, educate and empower our students.

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

In Lake Dallas ISD We Believe...

- Students are growth-minded leaders who are active and respected members of the Falcon Family.
- Parents and families are involved and engaged members of the Falcon Family through collaborative two-way communication.
- Faculty and staff value collaboration and communication to develop life long Falcon Learners.
- Campus leaders and principals develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- The Superintendent and central office motivate and develop faculty and staff to meet the academic needs of all Falcons.
- The School Board is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Dallas ISD is adjacent to Lewisville Lake in North Texas. The school district covers 9.8 square miles in Denton County with the beauty of the lake as a backdrop. Lake Dallas, Shady Shores, Corinth and Hickory Creek are the four towns within the boundaries of Lake Dallas ISD. With a focus on family and community, Lake Dallas ISD is excited about the growth and achievement of the three elementary schools, one middle school and one high school.

Located approximately 30 miles from downtown Dallas on the growing 1-35 corridor, the District has recorded increased population over the past several decades. The character of the District has changed from a part-time recreational and retirement community to a year-round residential area.

Lake Dallas ISD is in close proximity to the Dallas/Ft. Worth metroplex and DFW International Airport. The Dallas-Ft. Worth area is an important center of trade, finance and other major services. The quality of life and diversified economic base make this area one of the choice home, industrial, and manufacturing places to locate.

The District offers programs and educational opportunities that are suited to the needs of a broad spectrum of students. Lake Dallas ISD schools, programs, staff and students earn state and regional recognition regularly. A challenging curriculum, dedicated staff, and supportive community ensure exceptional educational opportunities for all students. Lake Dallas schools continually strive for educational excellence in all areas.

The district is dedicated to giving every student the best possible education through an intensive core curriculum based on guidelines of the Texas Education Agency and an array of specialized, challenging instructional and career programs. Lake Dallas ISD is committed to being one of the nation's best school systems, constantly improving and refining both instructional programs and managerial operations in the interest of effectiveness, productivity, and economy. Our standards for students and staff members are high, and will continue to be so to play a decisive role in ensuring the future success of the dynamic community we serve.

Lake Dallas serves approximately 4,000 students. Our student population is 47% White, 34.64% Hispanic, 8.67% African American, 5.82% Two or More Races, 2.95% Asian, 67% American Indian- Alaskan Native and .02% Native Hawaiian-Pacific Islander. 44% of our students are Economically Disadvantaged and 47.2% are At Risk. 10.79% of the student population is Dyslexic and Gifted and Talented makes up 7.99%. Section 504 is 15.98%, Special Education is 12.51%, and 11.74% are Emergent Bilingual.

The district has 606 employees with 292 of those being teachers.

### Demographics Strengths

Lake Dallas has always been a welcoming place to visitors and people of different backgrounds. This has helped us evolve as our demographics have shifted.

The following have been designed to continue this tradition. The size of our district creates an environment where teachers have easy access to campus and central administration to address needs. Our size also allows us to be mobile to adapt as needs change. Connecting our summer breakfast and lunch program to our elementary summer school improves participation. We have several initiatives to foster parent and community relationships.

Our enrollment remains consistent around 4,000 students annually.

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

**Problem Statement 1:** The teacher turnover rate was higher than normal at 21.6%. **Root Cause:** COVID put a strain on everyone. Students returned to full time face to face instruction after being at home for 1-2 years with many gaps in their learning.

# Student Learning

## Student Learning Summary

2021-22 STAAR/EOC Results

|           | Algebra I  |       |         | English I  |       |         | English II |       |         | Science    |       |         | U.S. History |       |         |
|-----------|------------|-------|---------|------------|-------|---------|------------|-------|---------|------------|-------|---------|--------------|-------|---------|
|           | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches   | Meets | Masters |
| State     | 74         | 46    | 30      | 62         | 47    | 10      | 71         | 57    | 9       | 82         | 57    | 23      | 89           | 71    | 44      |
| Region 11 | 73         | 46    | 30      | 65         | 51    | 11      | 73         | 59    | 9       | 83         | 59    | 24      | 90           | 72    | 46      |
| District  | 75         | 19    | 6       | 68         | 51    | 11      | 73         | 57    | 7       | 86         | 54    | 16      | 92           | 75    | 48      |
| LDHS      | 56         | 15    | 2       | 68         | 51    | 11      | 73         | 57    | 7       | 86         | 54    | 16      | 92           | 75    | 48      |
| LDMS      | 100        | 66    | 41      |            |       |         |            |       |         |            |       |         |              |       |         |

|           |           | Math       |       |         | Reading    |       |         | Science    |       |         | Social Studies |       |         |
|-----------|-----------|------------|-------|---------|------------|-------|---------|------------|-------|---------|----------------|-------|---------|
|           |           | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches     | Meets | Masters |
| 3rd Grade | State     | 70         | 42    | 21      | 77         | 52    | 31      |            |       |         |                |       |         |
|           | Region 11 | 71         | 43    | 22      | 78         | 54    | 33      |            |       |         |                |       |         |
|           | District  | 59         | 28    | 12      | 70         | 44    | 28      |            |       |         |                |       |         |
|           | CE        | 60         | 27    | 11      | 67         | 38    | 21      |            |       |         |                |       |         |
|           | LDE       | 52         | 19    | 9       | 74         | 44    | 28      |            |       |         |                |       |         |
| 4th Grade | State     | 69         | 41    | 23      | 77         | 54    | 29      |            |       |         |                |       |         |
|           | Region 11 | 69         | 42    | 23      | 79         | 56    | 30      |            |       |         |                |       |         |
|           | District  | 64         | 33    | 18      | 79         | 52    | 24      |            |       |         |                |       |         |
|           | CE        | 61         | 32    | 21      | 74         | 54    | 27      |            |       |         |                |       |         |
|           | LDE       | 67         | 34    | 20      | 80         | 47    | 17      |            |       |         |                |       |         |
| 5th Grade | State     | 75         | 46    | 23      | 80         | 57    | 37      | 66         | 37    | 17      |                |       |         |
|           | Region 11 | 76         | 45    | 23      | 82         | 58    | 38      | 67         | 39    | 18      |                |       |         |
|           | District  | 76         | 34    | 12      | 81         | 51    | 28      | 60         | 25    | 6       |                |       |         |
|           | CE        | 76         | 38    | 16      | 82         | 54    | 26      | 61         | 27    | 5       |                |       |         |
|           | LDE       | 66         | 24    | 7       | 74         | 41    | 21      | 46         | 18    | 2       |                |       |         |
| 6th Grade | State     | 72         | 37    | 15      | 89         | 42    | 22      |            |       |         |                |       |         |
|           | Region 11 | 74         | 40    | 17      | 71         | 44    | 24      |            |       |         |                |       |         |
|           | District  | 78         | 39    | 14      | 64         | 32    | 15      |            |       |         |                |       |         |
| 7th Grade | State     | 59         | 29    | 12      | 78         | 54    | 37      |            |       |         |                |       |         |
|           | Region 11 | 59         | 29    | 12      | 80         | 57    | 39      |            |       |         |                |       |         |
|           | District  | 79         | 44    | 17      | 83         | 59    | 35      |            |       |         |                |       |         |
| 8th Grade | State     | 70         | 38    | 13      | 82         | 56    | 37      | 73         | 43    | 22      | 59             | 29    | 17      |
|           | Region 11 | 70         | 38    | 13      | 83         | 57    | 38      | 73         | 44    | 23      | 62             | 32    | 19      |
|           | District  | 69         | 25    | 5       | 85         | 62    | 38      | 78         | 44    | 18      | 73             | 35    | 19      |

74% of our students made academic growth in Reading and 67% in math. Our reading and math scores increased from the previous school year. Reading scores increased to higher than pre-pandemic levels in 4th and 7th grades. The math scores increased over last year but our meets and masters percentages are below the Region and the State. In the Closing the Gaps domain of state accountability, all but 2 of the subgroups met the target for reading but none of them met the target in math. High school scores decreased across the board with the exception of Social Studies, which remained steady and the meets and masters percentages for Biology saw a slight increase. The high school graduation rate remains high at 98.5%. 17% of our emergent bilingual students showed progress on the TELPAS assessment.

We have 13 Programs of Study in the district and 90% of our high school students are enrolled in at least one CTE course. The College, Career, Military

Readiness indicator score for the district is 56%.

### **Student Learning Strengths**

Lake Dallas ISD saw an increase in the reading scores across the district. Increases were made in math as well but not to the extent of reading. The percent of students that showed at least one year of growth on the STAAR test was 74% for reading and 67% for math. All but 2 of the subgroups for reading met the target in the Closing the Gaps domain. The percent of students scoring a 3 or better on the AP exams went from 35% in 2021 to 61% in 2022. On the SAT, 69% of our high school students are meeting or exceeding the benchmark on Evidence Based Reading and Writing. We have 13 Programs of Study in our CTE program and 90% of our students are enrolled in at least one CTE course. Our graduation rate remains high at 98.5%

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

**Problem Statement 1:** 17% of our emergent bilingual students made progress on TELPAS. **Root Cause:** Our emergent bilingual population has continued to increase over the last few years. Teachers are in need of training. Certified bilingual and ESL teachers are hard to find.

**Problem Statement 2:** Math scores are falling behind at the elementary and high school levels. **Root Cause:** Students are coming back from COVID with gaps in their learning that need to be filled. There has been a struggle to keep qualified teachers.

# District Processes & Programs

## District Processes & Programs Summary

Lake Dallas ISD has organizational structure centered around the Board of Trustees and the Superintendent. Lake Dallas ISD has developed and trained appropriate personnel in the areas of instruction, identifying and serving the special population.

## District Processes & Programs Strengths

RtI Process for addressing student needs and identifying candidates for 504, special education or dyslexia services

Identification and services of GT students

Identification and services of LEP students

Use of periodic benchmarks to identify student progress and improve instruction in all core subjects at the secondary level and math, ELA and science at the elementary schools.

PLCs facilitated by the principal and instructional coaches to improve instruction at all campuses

Teaming at the middle school to help identify and address student needs

District Leadership Team meetings monthly to train and calibrate on district initiatives and best practices

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA 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
- STAAR Emergent Bilingual (EB) 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data





# Goals

**Goal 1:** Priority 1.1: Students: Student Academic Growth

**Performance Objective 1:** LDISD will ensure that 100% of Lake Dallas ISD students make one year growth

**Evaluation Data Sources:** DLT feedback form, STAAR score, MAP, CLI, TPRI, TxKEA, SAT, AP





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Monthly District Leadership Team (DLT) meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administration, instructional coaches and curriculum &amp; instruction personnel will train on district initiatives, best practices and expectations as well as calibrate on expectations. As a result, student achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Professional Learning Community (PLC) meetings will occur weekly on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade level/content area teachers will have conversations centered around the 4 core questions of PLCs. The result will be a shared understanding of the curriculum which will lead to equity among classrooms and increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Chief Academic Officer</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Teachers have access to vetted and aligned curriculum resources</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Curriculum, Director of Bilingual/ESL</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Monitoring of the implementation of initiatives and resources</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity to best practices and district initiatives across the district which will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Curriculum &amp; Instruction Team, Campus administration</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 5 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 5:</b> Progress monitoring of student academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Curriculum &amp; Instruction Team and campus administration</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 6 Details  | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Timely interventions based on data</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the data from assessments to intervene in a timely manner to student needs. The result will be increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Curriculum &amp; Instruction Team and campus administration</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 7 Details  | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> LDISD Classroom Expectations are clearly defined.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom instruction will center around the LDISD Classroom Expectations which are research based best practices. The result will be increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Curriculum &amp; Instruction Team and campus administration</p>                    | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 1:** LDISD will increase the student attendance rate to 95% and the staff attendance rate to 85%.





**Evaluation Data Sources:** Student attendance rate, staff attendance rate, STAAR score, MAP, CLI, TPRI, TxKEA, SAT, AP

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Student attendance will be monitored at least every 9 weeks and incentives will be implemented if needed.<br><b>Strategy's Expected Result/Impact:</b> Increase in student attendance<br><b>Staff Responsible for Monitoring:</b> Central administration and campus principals  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Staff attendance will be monitored at least every 9 weeks and incentives will be implemented if needed.<br><b>Strategy's Expected Result/Impact:</b> Increase staff attendance<br><b>Staff Responsible for Monitoring:</b> Central administration and campus principals   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** LDISD will receive favorable student engagement and campus culture survey responses from at least 60% of student responses received.





**Evaluation Data Sources:** Campus Engagement and Culture survey

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Survey will be given to all students to determine the level of student engagement and campus culture.<br/> <b>Strategy's Expected Result/Impact:</b> District will be able to determine the level of culture and engagement throughout the district. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in student achievement and engagement.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer, Campus administration</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Train teachers on the LDISD Classroom Expectations.<br/> <b>Strategy's Expected Result/Impact:</b> Classroom activities will be engaging and rigorous. The result will be students excited about coming to school, therefore, an increase in attendance rate as well as an increase in student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Curriculum &amp; Instruction team, Campus Administration</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Administer exit surveys to transition grade levels to seek ideas for improvement.<br/> <b>Strategy's Expected Result/Impact:</b> Improved programs and increased student achievement<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Administer survey to 13 year Falcons.<br/> <b>Strategy's Expected Result/Impact:</b> Improved programs and increased student achievement<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Utilize PBIS to generate student engagement.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in attendance and engagement resulting in increased student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**





**Performance Objective 3:** In LDISD 80% of our students will be involved in at least one extracurricular activity.

**Evaluation Data Sources:** The number of students involved in extracurricular activities.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Market available extracurricular opportunities- including activity fairs.<br/> <b>Strategy's Expected Result/Impact:</b> Students will know what extracurricular activities are available. Increased participation.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer, Campus Administration, Activity Sponsors</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Interest survey to determine clubs offered.<br/> <b>Strategy's Expected Result/Impact:</b> Club offerings will be streamlined to the interests of the students on the campuses. The result will be an increase in the number of students participating in an extracurricular activity.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer, Campus Administration, Activity Sponsors</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |





**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 1:** LDISD will provide opportunities for students to grow in their social and emotional well being.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Each campus will have time for counseling lessons built into the schedule.<br/> <b>Strategy's Expected Result/Impact:</b> Students will have increased social and emotional coping skills .<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Administration</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Leader in Me will be implemented at each elementary school.<br/> <b>Strategy's Expected Result/Impact:</b> Student will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.<br/> <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Campus Administration</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> PBIS will be implemented in each school.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be able to respond appropriately to situations and self-regulate.<br/> <b>Staff Responsible for Monitoring:</b> Chief Administrative Officer, Director of Curriculum, Campus Administration</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Computer Labs will be implemented at each elementary campus to teach Digital Citizenship and Internet Safety.<br/> <b>Strategy's Expected Result/Impact:</b> Students will have an increased understanding of appropriate online behavior.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Curriculum and Campus Administration</p>                   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> District will participate in initiatives such as Start with Hello Week, Red Ribbon Week and Unity Day.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student awareness<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer, Campus Administration</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue      |                   |            |            |





**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 2:** LDISD will ensure that at least 80% of the graduating seniors are college, career, and/or military ready.

| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Administration of School Day SAT.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in the number of students taking the SAT which will result in quality data so that the campus can improve their instructional program resulting in high SAT scores.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Curriculum, Campus Principal</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 2 Details  | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> Monitoring system will be put in place to determine which high school have met the criteria for College, Career and/or Military Readiness.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in the number of students that are CCMR according to state accountability.<br/> <b>Staff Responsible for Monitoring:</b> Executive Director of CTE and Advanced Academics, Campus Principal</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 3 Details  | Formative Reviews |     |     |
| <p><b>Strategy 3:</b> Alignment of Industry Based Certifications (IBCs) to current CTE Programs of Study.<br/> <b>Strategy's Expected Result/Impact:</b> Each student completing a CTE program of study will earn an IBC therefore meeting one of the criteria for CCMR.<br/> <b>Staff Responsible for Monitoring:</b> Executive Director of CTE and Advanced Academics</p>   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 4 Details  | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> Offer Career Exploration classes at Middle School.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be exposed to programs of study offered at the high school so they will be able to make informed decisions about their graduation plan. The result will be an increase in the number of students completing programs of study and earning IBCs.<br/> <b>Staff Responsible for Monitoring:</b> Executive Director of CTE and Advanced Academics and campus principal</p> | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>            |                   |     |     |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**





**Performance Objective 3:** In LDISD all student organizations will be involved in service learning opportunities.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Partner with local businesses and organizations to provide opportunities for students.<br><b>Strategy's Expected Result/Impact:</b> An increase in service opportunities available to students.<br><b>Staff Responsible for Monitoring:</b> Campus principal and organization sponsors  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Market available opportunities to students.<br><b>Strategy's Expected Result/Impact:</b> Increase in participation in available service opportunities.<br><b>Staff Responsible for Monitoring:</b> Campus principals and organization sponsors  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1:** LDISD will continue to present a competitive comprehensive benefits package to the Board of Trustees for consideration for the 2022-2023 school year.





**Evaluation Data Sources:** Established salary scales, staffing rations, total number of exited employees, hiring data

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Collaborate with the Business Department to create a competitive, comprehensive benefits package.<br/> <b>Strategy's Expected Result/Impact:</b> In the Spring of 2023, present a competitive, comprehensive benefits package to the Board for consideration.<br/> <b>Staff Responsible for Monitoring:</b> HR and Business Office</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> LDISD will take part in a TASB salary study.<br/> <b>Strategy's Expected Result/Impact:</b> LDISD will be able to post salary scales for all positions in the Spring of 2023.<br/> <b>Staff Responsible for Monitoring:</b> HR and Business office</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 3 Details   | Formative Reviews |     |     |
| <p><b>Strategy 3:</b> Provide cohort meeting space for UNT student teachers and professors to introduce campus facilities to potential employees<br/> <b>Strategy's Expected Result/Impact:</b> Recruit new to the profession teachers<br/> <b>Staff Responsible for Monitoring:</b> HR and campus admin</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 4 Details   | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> Strengthen relationship with Teach North Texas--Secondary Math and Science preparatory program<br/> <b>Strategy's Expected Result/Impact:</b> Attract and retain secondary math and science teachers<br/> <b>Staff Responsible for Monitoring:</b> LDHS Instructional coach and Dean of Instruction</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 5 Details   | Formative Reviews |     |     |
| <p><b>Strategy 5:</b> Encourage participation in education and training classes (RST) at LDHS<br/> <b>Strategy's Expected Result/Impact:</b> Increase number of "homegrown" teachers<br/> <b>Staff Responsible for Monitoring:</b> HR, C&amp;I and Campus personnel</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |                   |     |     |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 2:** LDISD will actively recruit qualified and passionate individuals to serve students in the District throughout the 2022-2023 school year to fill vacancies and prepare for the 2023-2024 school year.





**Evaluation Data Sources:** Number of unfilled positions

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> LDISD will take part in a TASB salary study.<br/> <b>Strategy's Expected Result/Impact:</b> LDISD will be able to post salary scales for all positions in the Spring of 2023.<br/> <b>Staff Responsible for Monitoring:</b> HR and Business office</p>   | 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 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 3:** LDISD will increase the percent of staff retained for the 2022-2023 school year.





**Evaluation Data Sources:** Total number of exited employees

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> LDISD will take part in a TASB staffing study.</p> <p><b>Strategy's Expected Result/Impact:</b> LDISD will have data on suggested and recommended staffing ratios. These ratios will be used when determining staffing for the 23-24 school year.</p> <p><b>Staff Responsible for Monitoring:</b> HR and Business office</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 1:** LDISD will provide mentors to all new teachers and provide mentor training to 100% of mentor teachers.





**Evaluation Data Sources:** Number of new teachers returning to the district

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> LDISD will create a mentor plan to support all teachers with less than 2 years of teaching experience.<br><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retention<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer and Executive Director of HR   | 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: Priority 2.2: Faculty and Staff: Professional Development**





**Performance Objective 2:** LDISD will create a district plan for professional development for all staff.

**Evaluation Data Sources:** Creation of plan

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Create a professional development plan for LDISD staff.<br/> <b>Strategy's Expected Result/Impact:</b> Increased capacity of all staff with increased student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Administrative Officer, Deputy Superintendent, Executive Director of HR</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Instructional coaches on each campus will provide job-embedded professional development.<br/> <b>Strategy's Expected Result/Impact:</b> Increased instructional capacity for our teachers and increased student achievement<br/> <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |





**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 1:** LDISD will routinely engage faculty and staff in ongoing conversations for continuous improvement.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Dr. Rockwood will visit campuses each semester for a Lunch &amp; Learn.<br/> <b>Strategy's Expected Result/Impact:</b> Staff have the opportunity to have lunch and discuss celebrations, concerns and challenges with Dr. Rockwood.<br/> <b>Staff Responsible for Monitoring:</b> Chief Administrative Officer</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Campus staff will complete an Organizational Health Survey in the Spring of 2023.<br/> <b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health of each campus and work towards continuous improvement.<br/> <b>Staff Responsible for Monitoring:</b> Chief Administrative Officer</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 6:** Priority 2.3: Faculty and Staff: Engagement and Culture





**Performance Objective 2:** LDISD will celebrate staff on a continual basis throughout the year.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Falcon First moments will be shared at the start of all meetings.<br><b>Strategy's Expected Result/Impact:</b> Increase morale<br><b>Staff Responsible for Monitoring:</b> All district and campus leadership   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> Dr. Rockwood will celebrate each staff members birthday on cake day.<br><b>Strategy's Expected Result/Impact:</b> Increase morale<br><b>Staff Responsible for Monitoring:</b> Superintendent's office and Communications  | 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 7: Priority 3.1: Parent/Families & Community: Parent/Community Communication**





**Performance Objective 1:** LDISD will increase opportunities for parent/community communication during the 2022-2023 school year.

| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Monthly Rockwood Remark videos will be distributed via email to all parents and staff members. They will also be posted on all social media platforms and the District's website.</p> <p><b>Strategy's Expected Result/Impact:</b> Rockwood Remarks is a monthly video series where are Superintendent Dr. Mike Rockwood gives a brief update of what's happening around the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent's office and communications</p>   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 2 Details  | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> Provide district communication in emergency situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure reliable and transparent information is communicated to parents in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 3 Details  | Formative Reviews |     |     |
| <p><b>Strategy 3:</b> Provide board Meeting Recaps.</p> <p><b>Strategy's Expected Result/Impact:</b> The Board meeting Recaps are created every month after the regular Board meeting for a quick snapshot. Links to the presentations and specific video timecodes are given to allow for quick access to materials.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 4 Details  | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> District Communication Dashboard</p> <p><b>Strategy's Expected Result/Impact:</b> The District Communication Dashboard will allow stakeholders to view the analytics of the communication programs throughout the district. This will allow the communication team to make the necessary changes to keep our community in the know by the modality of their choosing. Monitoring data on access/views/analytics of our communication platforms (Facebook, YouTube, Instagram, Twitter, Blackboard, etc.) to determine current reach. Use data for continuous growth and improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p> | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 5 Details  | Formative Reviews |     |     |
| <p><b>Strategy 5:</b> Social media content and frequency</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social media interactions with parents, community and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Communications</p>   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |

| Strategy 6 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 6:</b> Newsletters and district communication<br><b>Strategy's Expected Result/Impact:</b> To build trust, relationships, and engagement with internal and external stakeholders, the communications team will provide district news and events through a variety of communication tools.<br><b>Staff Responsible for Monitoring:</b> Communications   | 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 7: Priority 3.1: Parent/Families & Community: Parent/Community Communication**





**Performance Objective 2:** LDISD will create and launch a Parent Hub and a communication dashboard to improve access to District content.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Create and launch a Parent Hub for communication dashboard.<br><b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction and clear communication.<br><b>Staff Responsible for Monitoring:</b> Director of Communication   | 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 8: Priority 3.2: Parent/Families & Community: Parent and Community Engagement**

**Performance Objective 1:** LDISD will increase opportunities for parents/community to engage in ongoing education.





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 1:</b> Parent University - guest speaker opportunities<br><b>Staff Responsible for Monitoring:</b> Counseling department and Communications   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <b>Strategy 2:</b> Food 4 Thought Facebook Live Series<br><b>Strategy's Expected Result/Impact:</b> A monthly Facebook Live series that showcases a program or initiative in the district. These videos will be 15 minutes of content with a Q&A time for additional information.<br><b>Staff Responsible for Monitoring:</b> Communications      | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <b>Strategy 3:</b> TCHATT counseling series will be provided online throughout the year to support and engage parents in topics related to students today.<br><b>Staff Responsible for Monitoring:</b> Counseling department and Communications   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <b>Strategy 4:</b> PTO/boosters etc (district piece)<br><b>Strategy's Expected Result/Impact:</b> The district will help share the news, accolades, and events of our students and groups through a variety of channels like social media, website and PeachJar (electronic flier system).  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <b>Strategy 5:</b> LCEF (maybe add the media pieces that you support them on)<br><b>Strategy's Expected Result/Impact:</b> To showcase the different initiatives the Lake Cities Education Foundation provides for our district through photography and videography.<br><b>Staff Responsible for Monitoring:</b> LCEF Exec Dir and Communications | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 6 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 6:</b> The LDISD will hold a community breakfast where stakeholders and community leaders can learn more about the District and how we are contributing to the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Educating our students takes a village. Building relationships and partnering with community members is crucial for the success of our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Services</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> Increase involvement in rotary and Lake Cities Chamber of Commerce.</p> <p><b>Strategy's Expected Result/Impact:</b> Building relationships and partnering with community members is crucial for the success of our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 8 Details   | Formative Reviews |            |            |
| <p><b>Strategy 8:</b> Communities in Schools (CIS)</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to partner with CIS to help students overcome the barriers that keep them from succeeding in school and help them stay in school to get that education and degree that will give them opportunities in the future.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Administrative Officer and campus principals</p>                                 | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 9: Priority 4.1: Efficient Operations: Ensure Strong Financial Stewardship**

**Performance Objective 1:** LDISD will ensure a coherent budget development process.





**Evaluation Data Sources:** PEIMS reports, Adopted Budget

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Develop timeline for annual budget process<br><b>Strategy's Expected Result/Impact:</b> Ensure adequate time for budget preparation and adoption<br><b>Staff Responsible for Monitoring:</b> Finance Department   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Determine revenue projections based on anticipated student enrollment<br><b>Strategy's Expected Result/Impact:</b> Revenue projections reflect expected enrollment and attendance rate<br><b>Staff Responsible for Monitoring:</b> Finance Department   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Provide budget allocations to campuses/departments.<br><b>Strategy's Expected Result/Impact:</b> Budget allocations based on projected enrollment and student populations<br><b>Staff Responsible for Monitoring:</b> Finance Department  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> Hold campus/department budget meetings<br><b>Strategy's Expected Result/Impact:</b> To ensure the budget development process is followed<br><b>Staff Responsible for Monitoring:</b> Finance Department   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <b>Strategy 5:</b> Engage demographer to establish future enrollment projections<br><b>Strategy's Expected Result/Impact:</b> To obtain accurate student enrollment projections to estimate annual District revenue<br><b>Staff Responsible for Monitoring:</b> Finance Department   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 9: Priority 4.1: Efficient Operations: Ensure Strong Financial Stewardship**





**Performance Objective 2: LDISD will compare budget expenditures to actual expenditures**

**Evaluation Data Sources:** Monthly Financial Statements

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Campuses/departments review budgets on a timely basis<br><b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds<br><b>Staff Responsible for Monitoring:</b> Finance Department  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Provide monthly financial statements to Board of Trustees<br><b>Strategy's Expected Result/Impact:</b> To ensure financial transparency<br><b>Staff Responsible for Monitoring:</b> Finance Department  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Budget amendments as needed<br><b>Strategy's Expected Result/Impact:</b> To allocate funds to meet current needs of the District<br><b>Staff Responsible for Monitoring:</b> Finance Department   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 9:** Priority 4.1: Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 3:** LDISD will provide an Annual Comprehensive Financial Report annually





| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Present Annual Audit and results to the Board of Trustees for approval<br><b>Strategy's Expected Result/Impact:</b> To ensure financial statements fairly present the financial position of the District<br><b>Staff Responsible for Monitoring:</b> Finance Department   | 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 10: Priority 4.2: Efficient Operations: Well Maintained Facilities**

**Performance Objective 1:** LDISD will increase responsiveness for all maintenance, facility and custodial requests.

**Evaluation Data Sources:** School Dude/Brightly CMMS and Master Facilities Improvement Plan





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Update Annual Preventative Maintenance Plans<br><b>Strategy's Expected Result/Impact:</b> Allows better financial planning for the Facilities Department that impact district costs for capital improvements<br><b>Staff Responsible for Monitoring:</b> Facilities Department, outside contractors                                     | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Review school dude response times bi-monthly<br><b>Strategy's Expected Result/Impact:</b> Determine ways to improve performance efficiencies<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Establish current response times<br><b>Strategy's Expected Result/Impact:</b> Provides a baseline for process improvement plan to set goals<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> Improve Maintenance Response Times<br><b>Strategy's Expected Result/Impact:</b> To minimize additional work capacities and duplications of work<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <b>Strategy 5:</b> Educate staff on appropriate request procedures<br><b>Strategy's Expected Result/Impact:</b> Ensure all staff understand the basic functions and reasoning behind our Work Order Management System<br><b>Staff Responsible for Monitoring:</b> Facilities department, all personnel responsible for entering work orders per department | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 6 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 6:</b> Require the use of work order management system</p> <p><b>Strategy's Expected Result/Impact:</b> This allows the Facilities Department to analyze data more effectively and improve the decision making processes for efficient operations</p> <p><b>Staff Responsible for Monitoring:</b> Facilities department, all personnel responsible for entering work orders per department</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 7 Details  | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> Update and maintain the energy management system</p> <p><b>Strategy's Expected Result/Impact:</b> Provides real time information to ensure a comfortable educational environment while allowing cost savings for the district</p> <p><b>Staff Responsible for Monitoring:</b> Facilities Department Director, Supervisor, and Secretary</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue              |                   |            |            |

**Goal 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 2:** Increase Preventive Maintenance Programming





**Evaluation Data Sources:** School Dude/Brightly CMMS

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Maximize the use of PM DIRECT in School Dude/Brightly Programming<br><b>Strategy's Expected Result/Impact:</b> Reduction of work order requests and minimize downtime on equipment<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors   | 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 11:** Priority 4.3: Efficient Operations: Safe Schools

**Performance Objective 1:** LDISD will increase the physical security of all LDISD facilities during the 2022-2023 school year.





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 1:</b> Install cameras to cover all front doors<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> IT Department  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <b>Strategy 2:</b> Install proximity cards at all front doors<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> IT Department  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <b>Strategy 3:</b> Consistently evaluate and repair all exterior lighting<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <b>Strategy 4:</b> Maintain SRO contract with Lake Dallas and Corinth Police Departments<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Chief Administrative Officer, Director of Student Services | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <b>Strategy 5:</b> Maintain secure front vestibules at each campus<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and Supervisors  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 6 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 6:</b> Student Services and Facilities Departments attend a school safety training<br><b>Strategy's Expected Result/Impact:</b> To better understand the impacts of actions and address security issues by looking for best practices to improve our District safety plan<br><b>Staff Responsible for Monitoring:</b> Director of Student Services , Facilities Department Director and Supervisors, Chief Administrative Officer | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 7 Details  | Formative Reviews |            |            |
| <b>Strategy 7:</b> Weekly exterior door audits and logs<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Chief Administrative Officer and Student Services department   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 8 Details  | Formative Reviews |            |            |
| <b>Strategy 8:</b> Consistently evaluate the effectiveness of security, surveillance equipment and signage on school district properties<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Facilities Department Director and IT   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 11: Priority 4.3: Efficient Operations: Safe Schools**

**Performance Objective 2: LDISD will increase the security practices of all faculty and staff.**

| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <b>Strategy 1:</b> 4.3B. 1 - Safety and Security Committee will meet at minimum three times each year: Fall, Spring and Summer<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Chief Administrative Officer, Director of Student Services  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 2 Details  | Formative Reviews |     |     |
| <b>Strategy 2:</b> Annual training with campus staff on location and use of AED (Automated External Defibrillator) machines and Stop the Bleed Kits on campus<br><b>Strategy's Expected Result/Impact:</b> Safe and healthy environment with trained personnel available in an emergency.<br><b>Staff Responsible for Monitoring:</b> Chief Administrative Officer, Director of Student Services and Head Nurse | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 3 Details  | Formative Reviews |     |     |
| <b>Strategy 3:</b> Annual training with campus staff on Emergency Response Protocols<br><b>Strategy's Expected Result/Impact:</b> Increased campus security and safety<br><b>Staff Responsible for Monitoring:</b> Director of Student Services, Chief Administrative Officer   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 4 Details  | Formative Reviews |     |     |
| <b>Strategy 4:</b> Assure at each campus and at the district level there is an established and trained Behavioral Threat Assessment Team<br><b>Strategy's Expected Result/Impact:</b> Increased ability to assess and respond to threats<br><b>Staff Responsible for Monitoring:</b> Director of Student Services   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 5 Details  | Formative Reviews |     |     |
| <b>Strategy 5:</b> Train staff each year in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent<br><b>Strategy's Expected Result/Impact:</b> Ability to properly assess students and provide appropriate support for mental health needs.<br><b>Staff Responsible for Monitoring:</b> Counselors and Director of Student Services                               | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 6 Details  | Formative Reviews |     |     |
| <b>Strategy 6:</b> Consistently evaluate and update the effectiveness of internet safety training and internet search/network filters established<br><b>Strategy's Expected Result/Impact:</b> Safe access for students using technology<br><b>Staff Responsible for Monitoring:</b> Director of Technology   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |

| Strategy 7 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 7:</b> Student Health Advisory Committee will meet periodically throughout the school year<br><b>Strategy's Expected Result/Impact:</b> Present recommendations on school health program to the superintendent and school board.<br><b>Staff Responsible for Monitoring:</b> Director of Student Services and Chief Administrative Officer   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 8 Details   | Formative Reviews |            |            |
| <b>Strategy 8:</b> Establish and maintain an anonymous reporting system to address safety concerns as well as a safety response team at each campus<br><b>Strategy's Expected Result/Impact:</b> Open line of communication to ensure a safe and secure school environment.<br><b>Staff Responsible for Monitoring:</b> Director of Student Services and Campus Principals                       | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

# Campus Improvement Plans



**Presenter:** Christi Cottongame

**Event:** Regular Board Meeting

**Date:** October 17, 2022

# PURPOSE

The Campus Improvement Plans (CIP) are part of a school district's planning & goal-setting system.



# PURPOSE

- Under provisions of the Texas Education Code (TEC), every campus is required to develop a campus plan to improve student performance.
- Campus plans are developed annually to be mutually supportive of the state goals and objectives under TEC, Chapter 4.
- These plans are living documents that are utilized and adjusted throughout the school year.
- Campus Improvement Plans are aligned to the Board approved Strategic Plan.



# DISTRICT IMPROVEMENT PLAN

- Goals- aligned to the strategic plan priorities and objectives
- Performance Objectives- support the goal
- Strategies- activities to help us reach the performance objectives



# PROCESS

- Comprehensive Needs Assessment
  - Completed during the summer with the campus leadership teams
- Goals and Performance Objectives
  - aligned to the district balanced scorecard and district improvement plan
- Strategies were created for each Performance Objective



# Lake Dallas High School 2022-2023 Campus Improvement Plan



**Presenter:** Mollie Avelino

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NEEDS ASSESSMENT

## Demographics

- Current enrollment: 1300
- Economically Disadvantaged: 33%
- Emergent Bilingual: 9.5%
- At-Risk: 39.5%
- 2021-2022 Attendance Rate: 91.58%

## Student Learning

- LDHS is rated a “B” campus with a overall scaled score of 82.
- Algebra 1 STAAR scores are an area of focus.



# STUDENT SUCCESS



STUDENT SUCCESS

- LDHS will increase our overall campus grade from 82 to 90 for Spring 2023 STAAR Assessments.
- LDHS will reduce the number of discipline referrals that result in ISS/OSS.
- LDHS will work to increase student voice and feedback on campus.



# STUDENT SUCCESS



STUDENT SUCCESS

- Provide multiple engagement opportunities with LDHS counselors and Communities in Schools (CIS).
- LDHS will increase the number of service learning opportunities for students.



# FACULTY & STAFF ENGAGEMENT



FACULTY & STAFF  
ENGAGEMENT

- LDHS will retain 90% of all campus professional staff.
- Provide Positive Behavior Interventions and Supports (PBIS) professional development to 100% of campus staff.
- 100% of campus teachers will attend Professional Learning Community (PLC) sessions weekly.
- LDHS will routinely engage faculty and staff in ongoing conversations for continuous improvement.
- LDHS will celebrate staff on a regular basis throughout the year.



# PARENT & FAMILY/COMMUNITY SUPPORT



PARENT & FAMILY/  
COMMUNITY SUPPORT

- LDHS will communicate regularly through our weekly newsletter, counselors communication, CIS, Blackboard, and social media outlets.
- LDHS will plan and host multiple community/parent activities during the school year.



# EFFICIENT OPERATIONS



EFFICIENT OPERATIONS

- LDHS will develop a campus budget that supports strong financial stewardship.
- LDHS will increase focus on well maintained facilities.
- LDHS will provide quality and safe facilities.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

# Lake Dallas Independent School District

## Lake Dallas High School

### 2022-2023 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

LDHS is rated a "B" campus with a score of 82.

Algebra 1 STAAR scores are an area of focus.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-PESS data

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

- Parent surveys and/or other feedback
- 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

# Goals

**Goal 1:** Priority 1.1: Students: Student academic Growth

**Performance Objective 1:** Increase overall campus grade from 82 to 90 for Spring 2023 STAAR Testing.





**Evaluation Data Sources:** STAAR

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Set up scheduled times for teachers to review lesson plans to help increase rigor and create opportunities for students to extend their understanding of a concept via PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher alignment and student success.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Staff</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Widen student academic support network through implementation of advisory time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ownership of academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> All advisory teachers.</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Increase focus on student attendance through multiple monitoring avenues.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are more academically successful when they are on pace with their class.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Officer, Assistant Principals, and Support Staff.</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Utilize extended tutoring and advisory time to provide targeted instruction for HB4545 and At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Deliver students' lessons by student, by skill.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Advisory teachers.</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| <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: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 1:** LDHS will reduce the number of discipline referrals that result in ISS/OSS.





**Evaluation Data Sources:** PBIS rewards, Student Engagement on walkthrough forms, and discipline data

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> LDHS will implement PBIS campus wide.<br><b>Strategy's Expected Result/Impact:</b> Reduction in discipline leading to consequences that affect classroom instructional time.<br><b>Staff Responsible for Monitoring:</b> Admin team   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Utilize PBIS structure to encourage and support campus behavior expectations.<br><b>Strategy's Expected Result/Impact:</b> Improved campus culture and a decline in discipline data.<br><b>Staff Responsible for Monitoring:</b> PBIS Committee and campus admin  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Students will participate in Positive Behavior and Interventions Support (PBIS) lessons weekly during advisory.<br><b>Strategy's Expected Result/Impact:</b> Improved behavior in classrooms and common areas.<br><b>Staff Responsible for Monitoring:</b> PBIS Committee   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** LDHS will work to increase student voice and feedback on campus.





**Evaluation Data Sources:** Meeting Minutes and Student Feedback

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Regularly host PAC (Principals' Advisory Council) to collaborate with students on campus experiences.<br><b>Strategy's Expected Result/Impact:</b> Campus leadership team will have deeper understanding from students' perspective.<br><b>Staff Responsible for Monitoring:</b> Admin team   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Work with existing clubs and organizations to have varied PAC membership.<br><b>Strategy's Expected Result/Impact:</b> Campus wide perspectives being represented.<br><b>Staff Responsible for Monitoring:</b> Campus Principal and Assoc Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Establish routine meetings and agenda topics<br><b>Strategy's Expected Result/Impact:</b> Intentional and purposeful meetings with valuable feedback<br><b>Staff Responsible for Monitoring:</b> Campus admin   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 3: Provide multiple engagement opportunities with LDHS Counselors and CIS.**





**Evaluation Data Sources:** Office logs, service rosters, interest forms, newsletters

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Counselors provide group and individualized support for each students 4 year graduation plan, in addition to post secondary plans.<br><b>Strategy's Expected Result/Impact:</b> Maintain high graduation rate   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Staff and Communities In Schools provide multiple levels of intervention and supports based on student needs.<br><b>Strategy's Expected Result/Impact:</b> Connect students with counseling options<br><b>Staff Responsible for Monitoring:</b> Counselors and CIS  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 1: LDHS increase the number of service learning opportunities for students.**





**Evaluation Data Sources:** Organizational logs and rosters

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> LDHS student organizations will track hours spent in service opportunities.   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Sponsors will set targeted goals based on their individual organization.<br><b>Strategy's Expected Result/Impact:</b> Educate students about opportunities to serve our community.<br><b>Staff Responsible for Monitoring:</b> Sponsors   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1: Retain 90% of all campus professional staff**





**Evaluation Data Sources:** Staffing data

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Provide weekly common professional learning communities (PLCs) for each department to facilitate grade level planning and support professional development.   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Assign all new teachers a mentor<br><b>Strategy's Expected Result/Impact:</b> Widen teacher support system  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Continue communication through weekly newsletter<br><b>Strategy's Expected Result/Impact:</b> Administration to Staff transparency and consistent communication   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> Provide monthly celebration to increase staff positivity and collegial environment<br><b>Strategy's Expected Result/Impact:</b> Increase staff morale   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 1: Provide PBIS professional development to 100% of campus staff**





**Evaluation Data Sources:** Attendance log

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Provide refreshers in targeted areas after initial training.<br><b>Strategy's Expected Result/Impact:</b> Teacher consistency leads to improved student behaviors.<br><b>Staff Responsible for Monitoring:</b> All staff.   | 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: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 2:** 100% of teachers will PLC weekly.





**Evaluation Data Sources:** PLC Calendar

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Implementation of bell schedule and consistent protection of PLC time.<br><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all subject areas.  | 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 6:** Priority 2.3: Faculty and Staff: Engagement and Culture

**Performance Objective 1:** Lake Dallas High School will routinely engage faculty and staff in ongoing conversations for continuous improvement.





**Evaluation Data Sources:** Feedback forms

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Provide opportunities for staff to give feedback in faculty meetings, Morning Mugs, CEIC, and PLC.<br><b>Strategy's Expected Result/Impact:</b> Higher engagement from staff.   | 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 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 2:** Lake Dallas High School will celebrate staff on a continual basis throughout the year.





**Evaluation Data Sources:** Faculty Meetings, Newsletters, and campus social media accounts

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide opportunities to recognize and celebrate staff in faculty meetings, weekly newsletter, social media accounts, and campus wide acts of appreciation.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost teacher morale and campus culture.</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 1: Lake Dallas High School will increase external communication.**





**Evaluation Data Sources:** Blackboard delivery report, smore reports, facebook and twitter feeds

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Lake Dallas High School will communicate through our Weekly Newsletter, Counselors communication, Blackboard, and social media.   | 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 8: Priority 3.2 Parent/Families & Community: Parent and Community Engagement**

**Performance Objective 1: Plan and host multiple community activities during the school year.**





**Evaluation Data Sources:** Campus Calendar

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Plan and execute district wide Homecoming events including: community parade and pep rally, middle school pep rally, elementary pep rally, and high school homecoming events.<br/> <b>Strategy's Expected Result/Impact:</b> Continue positive Falcon traditions.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p>                                  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Plan and host Fish Camp and Open House night.<br/> <b>Strategy's Expected Result/Impact:</b> Foster student and parent relationships with the campus.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 9:** Priority 4.1 Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 1:** Lake Dallas High School will develop a campus budget that supports strong financial stewardship.





**Evaluation Data Sources:** Campus budget

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Meet with department chairs twice per year to conduct a budgetary needs assessment.<br><b>Strategy's Expected Result/Impact:</b> Open communication and understanding of the budget process to benefit students   | 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 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities





**Performance Objective 1:** Lake Dallas High School will increase focus on well maintained facilities.

**Evaluation Data Sources:** Maintenance logs

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> During advisory, students will have PBIS lessons dedicated to campus expectations that encourage well maintained facilities.<br/> <b>Strategy's Expected Result/Impact:</b> Students will take pride and ownership in our school<br/> <b>Staff Responsible for Monitoring:</b> Advisory Teachers and Campus Administration</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Campus leadership will do regular building walkthroughs and ensure timely entry of any work orders.<br/> <b>Strategy's Expected Result/Impact:</b> Safety concerns or facilities issues that impact teaching and learning will be correctly on an efficient timeline.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p>                              | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 1:** Lake Dallas High School will provide quality and safe 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.)<br><b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety.<br><b>Staff Responsible for Monitoring:</b> All Staff  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Practice, employ, and communicate daily safety procedures across campus<br><b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety.<br><b>Staff Responsible for Monitoring:</b> All Staff   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Continue to implement the Say Something anonymous reporting system throughout our campus community.<br><b>Strategy's Expected Result/Impact:</b> Maintain secure campus for student and staff safety<br><b>Staff Responsible for Monitoring:</b> Campus Administration and SRO  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

# Lake Dallas Middle School 2022-2023 Campus Improvement Plan



**Presenter:** Randall Caldwell

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NEEDS ASSESSMENT

## Demographics

- Enrollment 898 students
- Campus Attendance Rate 2021-2022 - 94.27%
- Economically Disadvantaged: 39.5%
- Emergent Bilingual: 12.7%
- At-Risk: 35.6%

## Student Learning

- LDMS is rated a “B” campus with a score of 80 in the “Overall Student Achievement” and an 81 in the “Growth Measure.”
- LDMS scored in the top quartile for "Accelerated Student Progress in ELA/Reading" and "Grade 7 Mathematics Performance.”



# STUDENT SUCCESS



STUDENT SUCCESS

## Performance Objective:

- LDMS will increase the school progress score from an 81 to an 85 for the 2023 Spring STAAR testing.

## Performance Objective:

- Increase the LDMS campus "overall" grade from an 80 to an 85 for the 2023 Spring STAAR testing.



# STUDENT SUCCESS



STUDENT SUCCESS

## Performance Objective:

- LDMS counselors will ensure 100% of 8th grade students make endorsement selections and complete their career cluster planning.

## Performance Objective:

- LDMS will achieve the Texas Association of Student Council Sweepstakes Award and the Outstanding Achievement Award for National Junior Honor Society.



# FACULTY & STAFF ENGAGEMENT



FACULTY & STAFF  
ENGAGEMENT

## Performance Objective:

- LDMS will support academic success by increasing student engagement and behavior through Positive Behavioral Intervention and Supports (PBIS).

## Performance Objective:

- LDMS will improve best practices in teacher collaboration through PLC development.



# PARENT & FAMILY/COMMUNITY SUPPORT



PARENT & FAMILY/  
COMMUNITY SUPPORT

## Performance Objective:

- LDMS will increase the parent understanding of their student's level of academic performance.

## Performance Objective:

- LDMS will increase their participation from two community-wide events to three for the 2022-2023 school year.



# EFFICIENT OPERATIONS



EFFICIENT OPERATIONS

## Performance Objective:

- Increase student safety by providing a resource for students, staff or parents to make anonymous reports.

## Performance Objective:

- Department Heads will develop a process for the department budget that coincides with short and long term planning.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

# Lake Dallas Independent School District

## Lake Dallas Middle School

### 2022-2023 Campus Improvement Plan



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lake Dallas Middle School is the only middle school in Lake Dallas ISD. LDMS students live in four neighboring communities--Lake Dallas, Corinth, Shady Shores, and Hickory Creek. Campus enrollment has remained fairly consistent over the last few years with about 900 students. The mobility rate is right at 9.7%, which is below the state average.

The 2019 - 2020 school year will be LDMS's 8th year as a Title I campus. Since 2014-2015, the Economically Disadvantaged population has hovered around 40% and was at 39.5% for the 2021-2022 school year. Our student demographics have remained consistent over the last six years with slight growth in our Hispanic population (TAPR 2013-2014=23.3% and TAPR 2020-2021=33.4%). 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 EB Learners has increased over the last few years, in 2014-2015 our campus was 5.4% and on the most recent report, the percentage increased to 12.7% but remains below the state average.

The current student information (TAPR) shows a couple of campus groups that are higher than the district groups: Gifted & Talented (11.4% campus, 8.5% district), Special Education (14.4% campus, 12.4% district), and those identified as At-Risk (43% campus, 38.4% district). As a campus, we are above the state average in Special Education (14.4% campus, 11.1% state) and Gifted and Talented (11.4% campus, 8.3% state).

Over 500 students participate in various student organizations, which include: Athletics, Student Council, National Junior Honor Society, Robotics, Band, Choir, 4-H, Chess Club, Theater, 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 2022-2023.

### Demographics Strengths

- Campus attendance rate is 94.27%
- Over 100 students served by Communities in Schools
- LDMS class size ratios remain low in order to best serve the diverse population of students.
- Math and ELA teachers' daily schedules include a PLC period and a Teaming period.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The ESL, Special Education and Economically disadvantaged populations continue to score significantly lower on STAAR Math when compared to the campus. **Root Cause:** Increasing numbers of these sub-populations, combined with overlapping categories of challenge (mobility rates, EBs, etc.) create barriers to learning.

# Student Learning

## Student Learning Summary

STAAR (Spring 2022 Administration)

STAAR Results Spring 2022:

6th grade Reading 64% Approaches with 31% Meets and 15% Masters, ED 53%, ESL 46%, Sp Ed 37%, GT 95% (Approaches)

6th grade Math 78% Approaches with 38% Meets and 14% Masters, ED 70%, ESL 56%, Sp Ed 40%, GT 100% (Approaches)

7th grade Reading 83% Approaches with 38% Meets and 55% Masters, ED 77%, ESL 56%, Sp Ed 59%, GT 100% (Approaches)

7th grade Math 79% Approaches with 45% Meets and 17% Masters, ED 75%, ESL 58%, Sp Ed 57%, GT 100% (Approaches)

8th grade Reading 85% Approaches 62% Meets and 38% Masters, ED 82%, ESL 61%, Sp Ed 57%, GT 100%

8th grade Math 69% Approaches, 25% Meets and 5% Masters, ED 68%, ESL 49%, Sp Ed 37%, GT 100%

8th grade Science 78% Approaches, 44% Meets and 18% Masters, ED 75% met, ESL 46%, Sp Ed 42%, GT 100% (Approaches)

8th grade Social Studies 73% Approaches, 35% Meets and 19% Masters, 63%, ESL 39%, Sp Ed 45%, GT 100% (Approaches)

Algebra 1 EOC 100% Approaches, 66% Meets, and 41% Masters, ESL 100%

Before and after school tutorials, before and after school open library/computer labs, and summer schools were offered and highly attended.

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

There are 5 CTE courses offered at LDMS that expose students to multiple opportunities outside of the core curriculum.

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 more emphasis on planned, intentional instruction in all areas, including Falcon Time. Co-Teach classrooms for Math and Language Arts are now in all grade levels.

## Student Learning Strengths

LDMS was an overall "B" rated campus for the 22-23 school year. The campus had a scaled score of 80 in STAAR performance and an 81 in School Progress.

LDMS scored in quartile 1 for "Accelerated Student Progress in ELA/Reading" and "Grade 7 Mathematics Performance."

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

**Problem Statement 1:** LDMS EB students consistently perform lower than "all students" on 2022 STAAR with a percentage of MEETS grade level standard or above an average of 25 percentage points lower in Reading and an average of 17 percentage points lower in Math. **Root Cause:** Student difficulties with language acquisition.

# School Processes & Programs

## School Processes & Programs Summary

From 2021-2022, the students and staff participated in a variety of campus-wide events which added to the positive spirit and family atmosphere at LDMS. Some events were campus traditions and some were only recently implemented. Frequent opportunities for student recognition were provided (PBIS, attendance prizes, announcements, pictures in hallways, bulletin boards, programs, school board recognition, awards assemblies, pep rallies, etc.). Multiple staff luncheons and gatherings promoted camaraderie amongst the staff.

With recent tragedies regarding school safety across the nation, the campus revisited safety procedures in 2021-2022. This review resulted in slight adjustments to policies involving front office procedures, background checks, and school-wide safety drills. In 2021-2022 the campus continued with stringent guidelines and procedures.

A proactive stance on bullying (Rachel's Challenge, counseling) has kept the percentage of bullying incidents to a minimum.

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

New teachers in the Fall of 2022 were given mentor teachers and additional staff development training before the school year started. Returning teachers also received professional development and training before students arrived on the first day of school. All staff benefited from required federal/state training, district training, campus training, 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.

Strong efforts were made by the campus to recruit new teachers. Job fairs were attended by campus administrators. 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 and get a feel for the campus.

The district/campus continued the use of the TEKS Resource System curriculum for 2021-2022.

Math, ELA, and Science teachers have a common planning time for planning and professional development. The Campus Leadership Team met once a month in order to check in and provide professional development through a common PLC period. During PLC, time was spent looking at content area TEKS, assessments, and STAAR Blueprints.

PLC was also spent learning about Lead4ward and the resources available to teachers for planning and learning how to use data to drive instruction.

Campus focus centered around developing and posting learning objectives each day.

The campus implemented MAP testing for Math and Reading grades 6-8.

The master schedule continues to have double-blocked ELA for each grade level and 6th-grade mathematics so these students receive 90-minutes of instruction. Math labs were utilized for 8th grade and will be moved into 7th grade for the upcoming year. Special Education students may receive math and ELA instruction from either general education, general education with a co-teach class, or inclusion. In science and social studies, Special Education students receive instruction from general education or general education with inclusion support.

LDMS offers five CTE courses, with two of them providing high school credit.

## School Processes & Programs Strengths

The OHI survey revealed that "Cohesiveness" is one of the strengths at LDMS. The positive and warm family feel of LDMS 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.

Staff is generally pleased and happy to be at work. The staff genuinely enjoys each other's company.

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 athletic groups and activities (Football, Volleyball, Basketball, Track, Tennis, Cross Country, Band, Choir, NJHS, Student Council, Code Club, UIL Academics, One Act Play, GOAL, 4-H Club, etc) which make school an enjoyable place to be. Student Council saw particularly great success receiving state-level recognition for being a Sweepstakes group for the 5th year in a row. Our Honor Band also received a Sweepstakes rating at their UIL competition.

A wide variety of staff development and training was offered throughout the year 2021-2022. We 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 training was meaningful and relevant. Campus-specific training was offered in 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 and the PLC conference, and then returned to campus to share information--in the form of "mini-sessions" on an early release day, PLC, and after-school. This proved enjoyable, meaningful, and relevant for all.

PLCs were utilized for staff development and training throughout the year. Planning for these was flexible and timely and included relevant topics.

- Teachers have become much more familiar with how to use MAP data.
- PLCs were utilized to pull apart TEKS, review student progress, and plan for future instruction.
- Teachers are open to learning new things and 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 of the processes.

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

**Problem Statement 1:** The OHI staff survey showed staff morale has suffered because of low problem solving adequacy with campus administration. **Root Cause:** Lack of structured procedures set in place before the school year began. The amount of time teachers had to wait for answers to questions regarding campus business.

# Perceptions

## Perceptions Summary

Teachers filled out surveys on discipline and procedures.

Students filled out career interest surveys.

The communities in schools position and work with students.

LDMS participated in the Back to School Fair, LDMS continued to offer Adult English and GED classes.

Collaboration with local services was strong in 2021-2022--Fire dept, parks and rec, public library, etc.

LDMS Art Club partnered with the city of Lake Dallas to create a butterfly garden.

NJHS led LDMS in a canned food drive for the community and donated over 3,500 items.

LDMS hosted Falcon Camp for incoming 6th graders and their parents.

LDMS G.O.A.L. students participated in the Copa Familia soccer tournament.

LDMS STUCO hosted a school-wide picnic and PBIS celebration.

LDMS provided parent volunteer opportunities as field trip chaperones.

## Perceptions Strengths

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

The Adult classes offered in partnership with Denton ISD have been well received and frequently attended by some parents this year. We hope to see the program grow in 2022-23.

Feedback from parents indicates that they feel welcome at LDMS.

Falcon Camp was once again well attended and had over 90% of incoming 6th graders in attendance.

We hired more bilingual (Spanish-speaking) staff members.

The 4-H partnership has led to Cooking Showcases with parents and community members.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need for an increase in parent-teacher conferences that address specific strengths and gaps in student learning and ways to support student success.

**Root Cause:** Teacher communication tends to relate to student behaviors instead of academic gaps. For example, multiple missing assignments, or inattentiveness in the classroom.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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





# Goals

**Goal 1:** Priority 1.1: Students: Student academic Growth

**Performance Objective 1:** Increase the LDMS school "overall" grade from an 80 to an 85 for the 2023 Spring STAAR testing.

**Evaluation Data Sources:** 2023 STAAR data

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Utilize PLC time to plan lessons that reach the level of rigor for each priority TEK.<br/> <b>Strategy's Expected Result/Impact:</b> Increase the "all test" averages to 80% Approaches, 48% Meets, and 25% Masters.<br/> <b>Staff Responsible for Monitoring:</b> Curriculum &amp; Instruction Staff</p> <p><b>Title I:</b><br/>           2.4, 2.6<br/> <b>- TEA Priorities:</b><br/>           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> Teach to the top 25% and scaffold down.<br/> <b>Strategy's Expected Result/Impact:</b> Growth on MAP Scores for the MOY and EOY assessments, increasing all levels of STAAR performance not just approaches.<br/> <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b><br/>           2.4<br/> <b>- TEA Priorities:</b><br/>           Build a foundation of reading and math<br/> <b>- ESF Levers:</b><br/>           Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 3 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 3:</b> Increase student attendance through weekly attendance drawings and award days.<br/> <b>Strategy's Expected Result/Impact:</b> Students are exposed to the curriculum when they are present.<br/> <b>Staff Responsible for Monitoring:</b> Community In Schools representative and Principal</p> <p><b>Title I:</b><br/>2.5, 2.6</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 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> The counseling department will facilitate responsive service groups (identified as tier 2 students) to teach study skills, organization, time management and improve grades.<br/> <b>Strategy's Expected Result/Impact:</b> Students will participate in a six-week curriculum that teaches study skills and gives opportunities to set and measure the progress of improved grades.<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |





**Goal 1:** Priority 1.1: Students: Student academic Growth

**Performance Objective 2:** LDMS will increase the school progress score from an 81 to an 85 for the 2023 Spring STAAR testing.

**High Priority**

**Evaluation Data Sources:** STAAR academic growth data





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> HB4545 and At-Risk Students - Utilize Falcon Time for intervention to accelerate growth through intentional grouping and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Deliver lessons "by student and by skill."</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</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 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Implement targeted tutorial times with transportation offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Create opportunities for all students to participate in tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b><br/>2.5</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 3 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 3:</b> Utilize Title 1 paraprofessional to tutor small groups of students to target specific skills.<br/> <b>Strategy's Expected Result/Impact:</b> Build foundational skills for struggling students.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b><br/>           2.6<br/>           - <b>TEA Priorities:</b><br/>           Build a foundation of reading and math<br/>           -</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 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Increase support for all EL students through inclusion support and a Newcomer's class.<br/> <b>Strategy's Expected Result/Impact:</b> Improve student performance on TELPAS and STAAR.<br/> <b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Title I:</b><br/>           2.6<br/> <b>Funding Sources:</b> - 199 State Compensatory Education (SCE)</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 2:** Priority 1.2: Students: Student Engagement and Culture

**Performance Objective 1:** Utilize PBIS to teach student expectations and improve student behavior.





**Evaluation Data Sources:** PBIS rewards store, student engagement on walkthrough forms, and student participation in extra-curricular activities.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Teach expected behaviors in the classroom and common areas at the beginning of the year and re-teach the expectations every 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve behavior in the classroom and common areas, resulting in a school environment where high levels of learning will occur.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Committee</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Utilize PBIS rewards to reinforce correct behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Build student ownership of the building.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS committee</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** Involve 80% of 7th and 8th-grade students in an extracurricular activity or club.

**Evaluation Data Sources:** Enrollment in UIL activities, rosters from after-school clubs, and classroom enrollment.





| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Add new clubs related to student interest.<br><b>Strategy's Expected Result/Impact:</b> Increased opportunities will lead to an increase in participation.<br><b>Staff Responsible for Monitoring:</b> Administration   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> Increase funding and fundraising for existing and new extracurricular activities and clubs.<br><b>Strategy's Expected Result/Impact:</b> Increased funding will provide support to growing the programs.<br><b>Staff Responsible for Monitoring:</b> Staff Sponsors   | 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:** Priority 1.2: Students: Student Engagement and Culture

**Performance Objective 3:** LDMS Counselors will ensure 100% of 8th grade students make Endorsement selections and complete their Career Cluster planning.

**High Priority**





**Evaluation Data Sources:** Student endorsement selection forms; career survey.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Career and Endorsement lessons delivered during Advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identify the top 3 career clusters and corresponding endorsement selections.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>Funding Sources:</b> - 199 State Career and Technical Education</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 UNT High School Career Connect mentors to help guide students that are undecided.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will select their endorsement after participating in a consultation with the UNT HSCC mentor.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>Funding Sources:</b> - 199 State Career and Technical Education</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 4:** Form partnerships with health care entities to support LDMS students.

**Evaluation Data Sources:** Monthly utilization reports provided by TCHAT.





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Telephonic psychosocial assessment with parents or guardians, and when clinically indicated, the student.<br/> <b>Strategy's Expected Result/Impact:</b> Connect eligible students with telemedicine counseling.<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b><br/>4.1, 4.2<br/> <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> After the assessment, if clinically indicated, the TCHAT can offer up to 4 therapy sessions conducted at school through a videoconferencing app.<br/> <b>Strategy's Expected Result/Impact:</b> Improved mental health and the well-being of the student.<br/> <b>Staff Responsible for Monitoring:</b> Counselors</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 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Partner with Texas Child Health Access Through Telemedicine (TCHAT) to provide counseling for students referred by key stakeholders.<br/> <b>Strategy's Expected Result/Impact:</b> Meets needs of students<br/> <b>Staff Responsible for Monitoring:</b> Counselor</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2:** Priority 1.2: Students: Student Engagement and Culture

**Performance Objective 5:** CISNT Site Coordinator provides support to a caseload of 100 students.

**High Priority**





**Evaluation Data Sources:** CIS monthly report.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Conducts biweekly lunch groups per grade level.<br/> <b>Strategy's Expected Result/Impact:</b> Promote a positive school climate.<br/> <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b><br/>2.6<br/> <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> Meets with students to provide supportive guidance, crisis intervention, and conflict resolution.<br/> <b>Strategy's Expected Result/Impact:</b> Resolve and prevent social and emotional challenges.<br/> <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b><br/>2.6, 4.1<br/> <b>- ESF Levers:</b><br/>Lever 3: Positive School Culture<br/> <b>Funding Sources:</b> - 211 - Title I, Part A</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible Contributing Members of the Community**

**Performance Objective 1:** LDMS will achieve the Texas Association of Student Council Sweepstakes Award and the NASSP award for NJHS by February 28, 2023.





**Evaluation Data Sources:** Student council minutes from meetings, service hour logs, and project reports.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> STUCO and NJHS seek out opportunities to give back to the community.<br/> <b>Strategy's Expected Result/Impact:</b> Increase student understanding of how serving others can impact their community.<br/> <b>Staff Responsible for Monitoring:</b> STUCO and NJHS Sponsor's</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Perform service hours and projects in the areas of Pride and Patriotism, Energy and Environment, and Drugs, Alcohol, Safety, and Health Issues within the LDMS campus, district and community.<br/> <b>Strategy's Expected Result/Impact:</b> Improve the campus culture, educate students about opportunities to serve, and meet the needs of our community.<br/> <b>Staff Responsible for Monitoring:</b> Student Council Sponsor</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Student Council and NJHS will work with the City of Lake Dallas 'Keep Lake Dallas Beautiful' program by conducting monthly trash cleanups for the assigned locations.<br/> <b>Strategy's Expected Result/Impact:</b> Relationship building with community partners through the service of our community.<br/> <b>Staff Responsible for Monitoring:</b> STUCO and NJHS sponsors</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 3:** Priority 1.3: Students: Students are Responsible Contributing Members of the Community

**Performance Objective 2:** 4-H AgriLife students will utilize gardening techniques to have 10 harvests this year.





**Evaluation Data Sources:** 4-H class lesson plans and activity log.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> 4-H AgriLife students will utilize gardening techniques to provide nutritious food for each other, the staff, and the community.<br/> <b>Strategy's Expected Result/Impact:</b> Raise student awareness of the need for alternative gardening techniques.<br/> <b>Staff Responsible for Monitoring:</b> 4-H Agrilife Teacher</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 3:** Priority 1.3: Students: Students are Responsible Contributing Members of the Community

**Performance Objective 3:** All students at LDMS participate in Character Strong sessions during Advisory.





**Evaluation Data Sources:** Character strong session lessons and student survey data.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Sessions cover a variety of topics including building community, making connections, and kindness.<br/> <b>Strategy's Expected Result/Impact:</b> Students will feel connected and have a sense of belonging to the LDMS community.<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <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> Students will complete Character Dares as part of the Character Strong program.<br/> <b>Strategy's Expected Result/Impact:</b> Students will participate in Character Dares which benefit the school and surrounding community.<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <b>Funding Sources:</b> - 211 - Title I, Part A</p>     | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 3:** Priority 1.3: Students: Students are Responsible Contributing Members of the Community

**Performance Objective 4:** CISNT Site Coordinator works with targeted students to set goals for the school year. (2 Goals-per student, 100 students total).





**Evaluation Data Sources:** CIS monthly report.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Gather input from teachers on students needing intervention.<br/> <b>Strategy's Expected Result/Impact:</b> Support students in social and emotional learning.<br/> <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b><br/>                     2.6<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <b>Funding Sources:</b> - 211 - Title I, Part A</p>   | 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: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1: Retain 90% of all campus professionals.**

**Evaluation Data Sources:** Staffing numbers.





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Utilize mentoring program to support new professionals.<br/> <b>Strategy's Expected Result/Impact:</b> Make professionals feel welcome, offer guidance, and give feedback.<br/> <b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Communicate in a timely and accurate manner.<br/> <b>Strategy's Expected Result/Impact:</b> Build trust and openness to gather feedback.<br/> <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Develop a recognition and rewards system.<br/> <b>Strategy's Expected Result/Impact:</b> Give staff a sense of belonging as part of the Falcon Family.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>                               | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 2: Fill 100% of "early notice resignation" teaching positions by May 17th.**

**High Priority**





**Evaluation Data Sources:** Human Resource records.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Improve the quality of the job descriptions.<br/> <b>Strategy's Expected Result/Impact:</b> Fill 100% of open teaching positions with highly qualified and prepared candidates.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> During the interview process, share new teacher support systems and training that encourages, educates, and empowers new staff.<br/> <b>Strategy's Expected Result/Impact:</b> Build confidence and comfort with new staff.<br/> <b>Staff Responsible for Monitoring:</b> Principal and Dean of Instruction</p> <p><b>TEA Priorities:</b><br/>                     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 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 3:** Provide resources to staff for various beginning of the year tasks to allow for productive use of time.





**Evaluation Data Sources:** Campus professional development calendar

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> LDMS will recruit clubs and organizations to provide student helpers for set up of classrooms, bulletin boards and other tasks.<br/> <b>Strategy's Expected Result/Impact:</b> That would allow for staff to have more time to focus on preparation of classroom lessons.<br/> <b>Staff Responsible for Monitoring:</b> STUCO and NJHS sponsors</p>  | 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: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 1:** LDMS support academic success by increasing student engagement and behavior through Positive Behavioral Intervention and Supports (PBIS) .





**Evaluation Data Sources:** PBIS Rewards store data.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Celebrate teachers giving the most points each week, per grade level, and content.<br/> <b>Strategy's Expected Result/Impact:</b> Encourage 100% of staff to participate and reward those who give the most points.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Committee</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Cover behavioral data with teachers by location, time, and student breakdown.<br/> <b>Strategy's Expected Result/Impact:</b> Educate the teachers on where and when events are occurring in order to make changes to implementation.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Committee</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 2: LDMS will improve best practices in teacher collaboration through PLC development.**

**Evaluation Data Sources:** Professional Development Plan Calendar.





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Offer multiple dates for teachers to attend the training.<br/> <b>Strategy's Expected Result/Impact:</b> Give teachers flexibility with their schedules to attend.<br/> <b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Allow teachers, that attend, to assist in training other staff on the value of quality team planning.<br/> <b>Strategy's Expected Result/Impact:</b> Create buy-in from staff on the effectiveness of a quality PLC.<br/> <b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Train 100% of teachers on the Solution Tree model of an effective PLC.<br/> <b>Strategy's Expected Result/Impact:</b> Improve student learning<br/> <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 3:** Provide Region XI Co-Teacher training to 100% of the Special Education Co-teach staff.

**High Priority**





**Evaluation Data Sources:** Professional Development Calendar.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Provide substitute teachers for staff to attend training during school hours.<br/> <b>Strategy's Expected Result/Impact:</b> All teachers will be able to attend the training if offered during school hours.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |                   |     |     |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 4:** Build a Master Schedule that allows 100% of classroom teachers to PLC one time a week and elective teachers one time each month.





**Evaluation Data Sources:** PLC Calendar.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Build the master schedule for alignment with elective teachers.<br/> <b>Strategy's Expected Result/Impact:</b> Create time for elective teachers to meet with each other and meet the needs of all students.<br/> <b>Staff Responsible for Monitoring:</b> Dean of Instruction and Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals, Connect high school to career and college<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Strengthen programs by allowing vertical planning time, during the year, to meet with elementary and high school staff.<br/> <b>Strategy's Expected Result/Impact:</b> Create a common mission, vision, and goals for electives.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 1:** Engage staff by allowing them to recognize each others accomplishments on campus in front of peers once a month.





**Evaluation Data Sources:** Google form spreadsheet.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Each month, students and teachers submit Falcon High Five's (shout-outs) to LDMS Staff. These will be publicized through many modalities, which include email, bulletin boards, announcements, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>                       | 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 6:** Priority 2.3: Faculty and Staff: Engagement and Culture

**Performance Objective 2:** 100% of staff are rewarded PBIS points and can select items from the staff store.





**Evaluation Data Sources:** PBIS Rewards

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Purchase rewards for staff that are giving the most points each week.<br/> <b>Strategy's Expected Result/Impact:</b> Encourage all staff to participate in PBIS.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Committee</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |                   |     |     |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 3: Create a positive culture through various activities and/or rewards each month for staff.**

**Evaluation Data Sources:** Staff Calendar





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Each month, either through student clubs and organizations or admin, provide a snack wagon with drinks and favorite snacks to staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Campus sponsors and Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Provide monthly games for staff to compete and win prizes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Campus sponsors and Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 1:** LDMS will increase the parents understanding of their student's level of academic performance.

**High Priority**





**Evaluation Data Sources:** Blackboard mailout data, teacher communication logs, parent/teacher conferences, ARDs, and 504 meeting notes.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Utilize mail-outs, blackboard messaging, the Community Newsletter, and teacher contacts to help parents understand MAP data.<br/> <b>Strategy's Expected Result/Impact:</b> Help parents gain an understanding of what MAP data reveals about their students learning.<br/> <b>Staff Responsible for Monitoring:</b> Dean of Instruction</p>                               | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Communicate clearly with 100% of parents where their student currently stands academically utilizing the Measures of Academic Progress (MAP) testing.<br/> <b>Strategy's Expected Result/Impact:</b> Encourage partnership with home and school in the educational process.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction</p>               | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 2:** Provide a Community Newsletter every week from August 1st through May 27th detailing information about the upcoming events and activities on campus.





**Evaluation Data Sources:** Blackboard email delivery reports.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Utilize the "Smore" program to create an engaging newsletter.<br><b>Strategy's Expected Result/Impact:</b> Increase parent involvement in activities.<br><b>Staff Responsible for Monitoring:</b> Principal   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> Provide a Counselor Corner Newsletter, in conjunction with, a Community Newsletter detailing components of the Comprehensive Counseling Program.<br><b>Strategy's Expected Result/Impact:</b> Inform parents of resources and support for their children.<br><b>Staff Responsible for Monitoring:</b> Counselor   | 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 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 3:** CISNT Site Coordinator communicates with LDMS parents and families to share campus information and community resources. The goal is to increase 93 hours of parent communication to 97 hours.





**Evaluation Data Sources:** CIS monthly report.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Work with school counselors and campus administration to target areas of need.<br/> <b>Strategy's Expected Result/Impact:</b> Support students socially and emotionally to increase learning.<br/> <b>Staff Responsible for Monitoring:</b> CIS Site Coordinator</p> <p><b>Title I:</b><br/>2.6<br/> <b>Funding Sources:</b> - 211 - Title I, Part A</p>   | 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 8: Priority 3.2 Parent/Families & Community: Parent and Community Engagement**

**Performance Objective 1: Have 70% of parents attend Open House or the New Student Welcome Night.**





**Evaluation Data Sources:** Parent sign-in sheets for Open House.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Communicate the dates through the Community Newsletter and email.<br/> <b>Strategy's Expected Result/Impact:</b> Increase parent attendance to allow teachers to build positive relationships.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b><br/>4.2</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Reward students that attend with PBIS points to use in the store.<br/> <b>Strategy's Expected Result/Impact:</b> Encourage student attendance.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Committee</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 8:** Priority 3.2 Parent/Families & Community: Parent and Community Engagement

**Performance Objective 2:** Organize or host three community-wide activities during the school year.





**Evaluation Data Sources:** School Calendar

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Host the Homecoming Parade.<br><b>Strategy's Expected Result/Impact:</b> Build school pride and a positive culture.<br><b>Staff Responsible for Monitoring:</b> Campus Administration   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Be involved in organizing the Back to School Fair.<br><b>Strategy's Expected Result/Impact:</b> Show community support.<br><b>Staff Responsible for Monitoring:</b> Campus Administration   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Host parent education meetings facilitated by the Children's Advocacy Center for North Texas on the topic of Internet Safety.<br><b>Strategy's Expected Result/Impact:</b> Educate and inform parents of resources for their children.<br><b>Staff Responsible for Monitoring:</b> Counselor  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 9:** Priority 4.1 Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 1:** Department heads develop processes for department budgets with long and short-term planning.





**Evaluation Data Sources:** School budget

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Meet with department heads to gather input and recommendations.<br><b>Strategy's Expected Result/Impact:</b> Create buy-in and understanding of the budget process.<br><b>Staff Responsible for Monitoring:</b> Principal   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> Provide quarterly budget updates to department heads.<br><b>Strategy's Expected Result/Impact:</b> Build trust with department heads in the budgeting process.<br><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 9: Priority 4.1 Efficient Operations: Ensure Strong Financial Stewardship**

**Performance Objective 2:** Maintain financial accountability for 100% of the campus budget.





**Evaluation Data Sources:** Campus Budget and Requests.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Roles and activities are assigned to qualified and properly trained personnel.<br/> <b>Strategy's Expected Result/Impact:</b> All fundraising activities, department budgets, and the campus budget are maintained accurately.<br/> <b>Staff Responsible for Monitoring:</b> Campus Secretary and Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Expenditures comply with relevant policies, rules, and regulations.<br/> <b>Strategy's Expected Result/Impact:</b> Financial errors are addressed and internal adjustments are created to monitor.<br/> <b>Staff Responsible for Monitoring:</b> Campus Secretary and Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 1:** LMDS will work with the Maintenance and Facilities staff to coordinate needed updates to all classrooms.





**Evaluation Data Sources:** Work order system and maintenance calendar

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Complete a long term plan for updates to the 7th and 8th grade wings of the building.<br><b>Strategy's Expected Result/Impact:</b> Improve the building aesthetically<br><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 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 2:** Enter all work orders promptly and accurately.





**Evaluation Data Sources:** Work order system

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Train staff on how to enter work orders and how to follow through to completion.<br/> <b>Strategy's Expected Result/Impact:</b> Ensure that the maintenance, facilities or technology department send the correct assistance.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 1:** Increase student safety by providing a place for students, staff or parents to make anonymous reports.





**Evaluation Data Sources:** Data/statistics from the "Say Something" learning portal.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> During the first month of student advisory lessons, educate 100% of students about the "Say Something" anonymous reporting system and monitor the system 24/7 to follow through on all reports.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that students know they are being heard by seeing our response.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselor</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Expenditures comply with relevant policies, rules, and regulations.</p> <p><b>Strategy's Expected Result/Impact:</b> All transactions are supported with appropriate documentation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Secretary and Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 2:** Host a campus-wide educational assembly to address the dangers of drugs and alcohol.





**Evaluation Data Sources:** Student pre/post assessments.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Red Ribbon Week assembly led by Youth Equipped to Succeed speaker, NFL player Keith Davis, to discuss drug and alcohol prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Educate students on the dangers of drugs and alcohol.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>  | 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 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 3:** Ensure the safety of all students and staff through a campus Security Resource Officer and by performing safety drills.

**Evaluation Data Sources:** Drill results and Door-check logs.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Perform one secure lockdown, two lockdown drills, one evacuation drill, one shelter in place, one shelter for severe weather, and four fire drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Teach the staff and students how to perform the drills and what the expectations will be during an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Check all doors, daily, for security purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that all doors are locked.</p> <p><b>Staff Responsible for Monitoring:</b> Campus SRO and Administration</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> LDMS administration and front office staff will have a training each year over the fire alarm and intruder alarm systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Everyone has an understanding of how the systems work and how to troubleshoot issues the campus may encounter.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>                               | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue        |                   |            |            |

# Campus Funding Summary

| 199 State Career and Technical Education |           |          |                  |              |        |
|--|-----------|----------|------------------|--------------|--------|
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2  | 3         | 1        |                  |              | \$0.00 |
| 2  | 3         | 2        |                  |              | \$0.00 |
| <b>Sub-Total</b>                         |           |          |                  |              | \$0.00 |
| 199 State Compensatory Education (SCE)   |           |          |                  |              |        |
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1  | 1         | 4        |                  |              | \$0.00 |
| 1  | 2         | 1        |                  |              | \$0.00 |
| 1  | 2         | 4        |                  |              | \$0.00 |
| <b>Sub-Total</b>                         |           |          |                  |              | \$0.00 |
| 211 - Title I, Part A                    |           |          |                  |              |        |
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1  | 1         | 3        |                  |              | \$0.00 |
| 1  | 2         | 3        |                  |              | \$0.00 |
| 2  | 1         | 2        |                  |              | \$0.00 |
| 2  | 4         | 1        |                  |              | \$0.00 |
| 2  | 4         | 2        |                  |              | \$0.00 |
| 2  | 5         | 1        |                  |              | \$0.00 |
| 2  | 5         | 2        |                  |              | \$0.00 |
| 3  | 3         | 1        |                  |              | \$0.00 |
| 3  | 3         | 2        |                  |              | \$0.00 |
| 3  | 4         | 1        |                  |              | \$0.00 |
| 7  | 3         | 1        |                  |              | \$0.00 |
| 11                                       | 2         | 1        |                  |              | \$0.00 |
| <b>Sub-Total</b>                         |           |          |                  |              | \$0.00 |

# Lake Dallas Elementary 2022-2023 Campus Improvement Plan



**Presenter:** Kerri Blevins

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NEEDS ASSESSMENT

## Demographics

- Current Enrollment: approximately 530 students
- 2021-2022 Attendance Rate: 93.62%
- Economically Disadvantaged: 61%
- Emergent Bilingual: 24.8%
- At-Risk: 59.5%

## Student Learning

- Received a B rating from TEA with an overall scaled score of 80.
- Variety of research-based data sources were used to monitor student progress and growth, including Fountas & Pinnell and NWEA MAP Growth.
- STAAR assessments indicate that Reading is a campus strength.
  - STAAR reading results showed growth for all demographics, including but not limited to Hispanic students, economically disadvantaged students, and Emergent Bilingual students.



# NEEDS ASSESSMENT

## School Processes & Programs

- Bilingual Program is transitioning to a Dual Language One Way program
- Multiple opportunities for tutorials (individual teachers, CIS tutorials)
- Targeted Instruction provided for all students during Tier 2 Time
- Extracurricular clubs offered: Elementary Choir, STEAM Club, 4-H Cheftastics Cooking Club, and Folklorico



# STUDENT SUCCESS



STUDENT SUCCESS

- LDE will ensure that 100% of students will meet the Growth Target (Academic Growth) in both Reading and Mathematics on the STAAR Assessment.
- LDE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2023.



# STUDENT SUCCESS



STUDENT SUCCESS

- LDE will offer opportunities for students to participate in extracurricular activities.
- LDE will provide campus leadership opportunities for students.



# FACULTY & STAFF ENGAGEMENT



FACULTY & STAFF  
ENGAGEMENT

- LDE will ensure that 100% of the teaching staff receive PLC training and that 100% of the administrators, 100% of the team leads, and the campus instructional coach will be trained in effective Solution Tree PLC practices.
- LDE will routinely engage staff in ongoing conversations for continuous improvement.



# PARENT & FAMILY/COMMUNITY SUPPORT



PARENT & FAMILY/  
COMMUNITY SUPPORT

- LDE will increase opportunities for parent/community communication during the 2022-2023 school year.
- LDE will increase opportunities for parents/community to engage in ongoing education.



# EFFICIENT OPERATIONS



EFFICIENT OPERATIONS

- LDE will ensure a fiscally responsible budget is followed.
- LDE will increase the physical security of the campus during the 2022-2023 school year.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

**Lake Dallas Independent School District**  
**Lake Dallas Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

In Lake Dallas ISD, we inspire, educate, & empower our students.

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.

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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. Campus enrollment for the 2022-2023 school year saw a slight decline in enrollment, with campus enrollment at approximately 530 students. The grade level with the smallest enrollment was kindergarten. Mobility rates were lower than the district average (LDE 9.9%, LDISD 10.1%, State 13.8%). The 2021-2022 campus attendance rate was 93.62%. 2022-2023 will be the 12th year as a Title I campus. Lake Dallas Elementary has the highest percentage of economically disadvantaged students in the district, higher than the state average:

- LDE - 61%

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 (STAAR 2022):

- White – 40.5%
- Hispanic – 44.3%
- African American – 7.6%
- Two or More Races - 5%
- Asian - 2.2%
- American Indian - 0.3%
- Pacific Islander - 0.2%

Campus student information (STAAR 2022) shows several areas in which campus groups are higher than district groups:

- Emergent Bilingual/English Learners – campus – 24.8%
- At-Risk – 59.5% campus

Class sizes for each grade level vary between 16 and 20 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.

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 the 2022-2023 school year.

### **Demographics Strengths**

- LDE had 98 students served by CIS.
- Bilingual staff throughout campus departments comprising various roles within the departments.
- Chronic absenteeism rate for the state of Texas is 6.7%. For the district, the rate is 5.3%. For LDE, the chronic absenteeism rate is 3.3%.

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

**Problem Statement 1 (Prioritized):** Students are beginning school with fewer early childhood foundational skills. **Root Cause:** LDE has a high number percentage of students that are economically disadvantaged.

**Problem Statement 2 (Prioritized):** Communication between home and school is challenging. **Root Cause:** A large percentage of students are emergent bilingual because their primary home language is not English.

## **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 NWEA MAP Growth 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 Tier 2 Time (Falcon Time), allowing full access to the curriculum, and included the use of a Title I instructional assistant for reading support.

LDE is rated a "B" campus with a score of "80."

### **Student Learning Strengths**

#### **STAAR Performance Measures Grades 3-5**

**Reading:** STAAR scores indicate that reading is a strength for our campus. In grades 3-5, STAAR results showed growth for all demographics, including but not limited to Hispanic students, economically disadvantaged students, and Emergent Bilingual students.

**Mathematics:** In grades 3-5, STAAR results show that students in six out of eight sub-populations met the mathematics growth targets. In Grade 5, students showed growth in both the meets and masters categories.

#### **Literacy K-5**

First-grade through fifth-grade students showed growth on the Fountas & Pinnell testing from the beginning of the year testing to the end of the year testing. Kindergarten students showed growth on the Fountas & Pinnell testing from the middle of the year testing to the end of the year testing.

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

**Problem Statement 1 (Prioritized):** Reading: In K-5, 48% of students were reading below grade level according to Fountas & Pinnell. **Root Cause:** Professional Development is needed on Guided Reading and Readers Workshop to meet the needs of struggling readers.

**Problem Statement 2 (Prioritized):** On Grade 5 Science STAAR, 47% of students met the passing standard. **Root Cause:** Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

**Problem Statement 3:** MAPS: Lower grades fell short of their projected growth in math from the Fall to Spring timeframe. **Root Cause:** Younger students lacked the stamina to attend to the full length of the MAP test

## School Processes & Programs

### School Processes & Programs Summary

LDE is beginning a transition from a Transitional Early Exit bilingual program to a Dual Language One Way program. LDE has partnered with Region 11 to ensure the implementation is aligned to the state Dual Language immersion program framework. 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. Beginning with the 2022-23 school year, all emergent bilingual students will utilize K12 Summit to develop and enrich English language acquisition.

The district/campus continued the use of TEKS Resource System curriculum for 2021 -2022. Students utilized Moby Max adaptive learning software for academic intervention.

All students are leveled in reading using the Fountas and Pinnell benchmarking system at BOY, MOY, and EOY. Benchmarks were determined using NWEA MAP testing in Reading and Mathematics.

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 2021-2022.

Targeted instruction will continue for all students during math and reading Tier 2 Time. Data-driven decisions were used to provide targeted instruction for students. The high majority of all pull-out services occurred during Tier Time, in order to protect the integrity of curriculum instruction in the classrooms.

Along with the campus-wide utilization of Tier 2 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. All staff received Balanced Literacy and Guided Reading Training during the 2021-22 school year.

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

Strong efforts were made by the campus to recruit new staff members for the 2022-2023 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.

Equipment for the purpose of assisting with language 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 2022-2023 school year.

During the 2021-22 school year, the following extracurricular clubs were offered to students after school: elementary choir, STEAM Club, 4-H Cheftastics Cooking Club, and Folklorico. During the 2022-23 school year, students will be offered the opportunity to participate in additional clubs during the school day.

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

- Professional Learning Communities were held weekly and facilitated by the campus instructional coach. PLCs were utilized to review student progress and plan for future instruction and intervention.
- The Campus Leadership Team (CLT), which includes administrators, RtI Specialist, ESL Specialist, Counselor, Behavior Coach, Technology Integration Specialist, and Instructional Coach, also met to ensure practices aligned to campus mission and vision.
- Two Tier Times (Falcon Time) 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.
- Campus Bilingual Interventionist supported literacy growth and development of Emergent Bilingual population.
- LDE had a low staff turnover rate in summer 2022. Most changes were due to shifts within the district or retirements.

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

**Problem Statement 1 (Prioritized):** Teachers are not adequately trained to use the academic resources provided. **Root Cause:** There has been an emphasis on other trainings or programs to present during teacher workdays. There have not been opportunities to receive training on resources.

# Perceptions

## Perceptions Summary

Students have an attendance rate of 95.9%. A Behavior Coach was hired to support staff and students with behavioral challenges PreK-5th grade. Students report positively when surveyed about having trusting relationships with staff. Students report "satisfactory" when surveyed about belonging at school and feeling cared for. Students show that they feel empowered to offer help to others and seek help when they need it on campus.

## Perceptions Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Student Leadership, Supportive Student Environment, and Empowered Learners. Staff reported positively in all areas scoring "Effective", with strengths specifically in the areas of Staff Voice, Collective Efficacy, School Goals, and Community Engagement.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Poor student conduct has been detrimental to the learning environment. **Root Cause:** Lack of schoolwide, unified behavior expectations.

# Priority Problem Statements

**Problem Statement 3:** Students are beginning school with fewer early childhood foundational skills.

**Root Cause 3:** LDE has a high number percentage of students that are economically disadvantaged.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 1:** Reading: In K-5, 48% of students were reading below grade level according to Fountas & Pinnell.

**Root Cause 1:** Professional Development is needed on Guided Reading and Readers Workshop to meet the needs of struggling readers.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 4:** Teachers are not adequately trained to use the academic resources provided.

**Root Cause 4:** There has been an emphasis on other trainings or programs to present during teacher workdays. There have not been opportunities to receive training on resources.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Communication between home and school is challenging.

**Root Cause 5:** A large percentage of students are emergent bilingual because their primary home language is not English.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 2:** On Grade 5 Science STAAR, 47% of students met the passing standard.

**Root Cause 2:** Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

**Problem Statement 2 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
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Equity data
- T-TESS data
- T-P ESS 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





# Goals

## Goal 1: Priority 1.1: Student Academic Growth

**Performance Objective 1:** LDE will ensure that 100% of students will meet the Growth Target (Academic Growth) in both Reading and Mathematics on the STAAR Assessment.

**Evaluation Data Sources:** STAAR Accountability Report, Closing the Gaps

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all LDE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 2</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Implementation of campus initiatives and resources will be monitored with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of best practices and campus initiatives will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 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> LDE will monitor student progress in academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Using data, timely interventions will be provided to all students, including those that are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 5 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 5:</b> LDISD Classroom Expectations are clearly defined and utilized by teaching staff.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <b>Strategy 6:</b> LDE will have a Reading Specialist provide targeted intervention and literacy support for students in grades K-5.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth in reading<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <b>Strategy 7:</b> LDE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 8 Details   | Formative Reviews |            |            |
| <b>Strategy 8:</b> LDE will provide a GT Specialist on the campus for the facilitation and implementation of the LDISD GT program and to provide GT services to identified GT students through a pull-out program.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal                      | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 9 Details   | Formative Reviews |            |            |
| <b>Strategy 9:</b> LDE will provide "Take Flight" trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |





**Performance Objective 1 Problem Statements:**

| Student Learning  |
|---|
| <b>Problem Statement 2:</b> On Grade 5 Science STAAR, 47% of students met the passing standard. <b>Root Cause:</b> Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities. |

**Goal 1:** Priority 1.1: Student Academic Growth

**Performance Objective 2:** LDE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2023.

**Evaluation Data Sources:** TELPAS 2023 report

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> All LDE staff will receive sheltered instruction training at the beginning of the school year.<br/> <b>Strategy's Expected Result/Impact:</b> Increased English language acquisition<br/> <b>Staff Responsible for Monitoring:</b> Principal, 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> Emergent Bilingual students will utilize K12 Summit twice a week for 20-30 minutes.<br/> <b>Strategy's Expected Result/Impact:</b> Increased English Language Acquisition<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> LDE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p> <p><b>Title I:</b><br/>2.4, 2.5<br/> <b>Problem Statements:</b> Demographics 2</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> LDE will have a Bilingual Interventionist provide targeted language acquisition and literacy support for students in grades K-5.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist</p> <p><b>Problem Statements:</b> Demographics 2</p>            | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue          |                   |            |            |

**Performance Objective 2 Problem Statements:**


## Demographics

**Problem Statement 2:** Communication between home and school is challenging. **Root Cause:** A large percentage of students are emergent bilingual because their primary home language is not English.

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 1:** LDE will increase the student attendance rate to 96.7% and the staff attendance rate to 90%.





**Evaluation Data Sources:** ADA reports, SFE reports, STAAR reports, MAP, CLI, TxKEA, TPRI

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Attendance meetings will be held weekly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, CIS</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Student attendance and tardies are monitored every month and incentives are implemented by class and grade level.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies.<br/> <b>Staff Responsible for Monitoring:</b> Principal, 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> Staff attendance will be monitored at least every 9 weeks, and incentives will be implemented to encourage staff attendance.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in staff attendance<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|    |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** LDE will show increases in Culture in both Supportive Staff Environment and Supportive Student Environment as measured by the Leader in Me Measurable Results Assessment from Spring of 2022 to Spring of 2023.





**Evaluation Data Sources:** Leader in Me Measurable Results Assessment (MRA)

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of student engagement and campus culture in the Spring of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be able to determine the level of campus engagement and culture and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> LDE will train teachers on the LDISD Classroom Expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom activities will be engaging and rigorous. The result will be students excited about coming to school; therefore, an increase in attendance rate as well as an increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> LDE will utilize PBIS to generate student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance and engagement resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 3:** LDE will offer opportunities for students to participate in extra-curricular activities.

**Evaluation Data Sources:** The number of students involved in extra-curricular activities.





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> LDE will offer a Friday schedule that provides club time to all students in kindergarten through grade five during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> LDE will offer after-school extracurricular opportunities in which students can participate, such as Folklorico, 4-H Cheftastics Cooking Club, and Elementary Choir.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance in extracurricular opportunities will lead to increased student engagement and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Club Sponsor</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 1:** LDE will provide opportunities for students to grow in the area of self-regulation and self-discipline.

**Evaluation Data Sources:** MRA survey results, discipline data





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> The campus guidance counselor will provide counseling lessons to students in grades PreK-5.<br/> <b>Strategy's Expected Result/Impact:</b> Increased social and emotional coping skills.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b><br/>                     2.5, 2.6<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>                            | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Leader in Me will be implemented.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> LDE will implement PBIS.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be able to respond appropriately to situations and self-regulate.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Technology will be implemented into the Specials rotation to teach Digital Citizenship and Internet Safety.<br/> <b>Strategy's Expected Result/Impact:</b> Students will have an increased understanding of appropriate online behavior.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 5 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 5:</b> LDE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day.<br><b>Strategy's Expected Result/Impact:</b> Increase in student awareness.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  | 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 3:** Priority 1.3: Students: Students are Responsible, Contributing Members of the Community

**Performance Objective 2:** LDE will provide campus leadership opportunities for students.





**Evaluation Data Sources:** Leader in Me Coaching Days, Student Action Teams, MRA Survey Results

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Students will hold leadership roles on campus through the development of Student Action Groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student voice in decision-making</p> <p><b>Staff Responsible for Monitoring:</b> Lighthouse Action Group Leads</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 3:** LDE will provide opportunities for students to utilize their leadership skills through service learning opportunities.





**Evaluation Data Sources:** Leader in Me Action Groups

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Students will participate in service learning projects that benefit the community during their Student Action Groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in service opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Lighthouse Coordinators</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1:** LDE will actively recruit qualified and passionate individuals to serve students throughout the 2022-2023 school year to fill vacancies and prepare for the 2023-2024 school year.





**Evaluation Data Sources:** Staffing reports

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> LDE will collaborate with UNT and TWU teaching preparation programs to provide opportunities for pre-service teachers to complete observations and student teaching on campus.<br/> <b>Strategy's Expected Result/Impact:</b> Recruit new teachers<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> LDE will partner with Lake Dallas High School's Ready Set Teach program to provide opportunities for future teachers to observe classroom teachers and work with students.<br/> <b>Strategy's Expected Result/Impact:</b> Increase the number of "homegrown" teachers<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5:** Priority 2.2: Faculty and Staff: Professional Development

**Performance Objective 1:** LDE will provide mentors to all new teachers and will provide mentor training to mentor teachers.

**Evaluation Data Sources:** Number of new teachers returning to LDE

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> All teachers with less than 2 years of teaching experience will receive mentoring and support from the campus Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |





**Performance Objective 1 Problem Statements:**

| School Processes & Programs   |
|---|
| <p><b>Problem Statement 1:</b> Teachers are not adequately trained to use the academic resources provided. <b>Root Cause:</b> There has been an emphasis on other trainings or programs to present during teacher workdays. There have not been opportunities to receive training on resources.</p> |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 2:** LDE will ensure that 100% of the teaching staff receive PLC training and that 100% of the administrators, 100% of the team leads, and the campus instructional coach will be trained in effective Solution Tree PLC practices.





**Evaluation Data Sources:** PD sign-in sheets, Presentations, Solution Tree PD Certificates

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Teaching staff will receive PLC training at the beginning of the school year and throughout the school year.<br/> <b>Strategy's Expected Result/Impact:</b> Effective PLCs will result in increased collaboration and increased student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Campus administrators, team leads, and campus instructional coach will receive training by Solution Tree in effective PLC practices by either attending the PLC at Work Institute Conference by Solution Tree or by completing the PLC Solution Tree book study using the book entitled Learning by Doing.<br/> <b>Strategy's Expected Result/Impact:</b> Effective PLCs will result in increased collaboration and increased student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Coach</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 1:** LDE will routinely engage staff in ongoing conversations for continuous improvement.





**Evaluation Data Sources:** Campus Improvement Plan Goals, staff feedback, MRA survey results

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> The Campus Education Improvement Committee will meet throughout the year to review the campus improvement plan and evaluate progress toward campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff engagement and culture will increase as staff feel ownership in campus decisions and processes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 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> LDE staff will complete an Organizational Health Survey in the Spring of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health the campus and work towards continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Campus administrators will host opportunities for informal conversations during lunch time to engage staff and promote positive culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved campus culture, staff morale, and to build positive relationships.</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue                  |                   |            |            |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 2:** LDE will celebrate staff on a continual basis throughout the year.

**Evaluation Data Sources:** MRA survey results, staff calendar of events, staff meeting agendas, weekly staff newsletters. PBIS Rewards

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> Falcon First moments will be shared at the start of every staff meeting.<br><b>Strategy's Expected Result/Impact:</b> Increased staff morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Campus administrators will celebrate each staff member's birthday throughout the year with a cupcake and song.<br><b>Strategy's Expected Result/Impact:</b> Increased morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> LDE staff will receive "shout-outs" of recognition from their peers and administration in the weekly staff newsletter.<br><b>Strategy's Expected Result/Impact:</b> Increased morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Leadership Team   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> The Teacher Rewards component of PBIS Rewards will be utilized with staff to recognize and celebrate staff on a regular basis.<br><b>Strategy's Expected Result/Impact:</b> Increased morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Leadership Team  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 1:** LDE will increase opportunities for parent/community communication during the 2022-2023 school year.

**Evaluation Data Sources:** Blackboard messaging reports, Social media analytics, S'more newsletter analytics

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Bimonthly campus newsletters will be sent home to families via the Blackboard messaging system (in both English and Spanish) in email and in text. The campus newsletter will also be posted on the LDE website.<br/> <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home.<br/> <b>Staff Responsible for Monitoring:</b> Principal<br/><br/> <b>Problem Statements:</b> Demographics 2</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> All teachers will contact all families within the first two weeks of school<br/> <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Campus administrators will call parents to recognize students for their kindness and leadership skills daily.<br/> <b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> LDE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events and to showcase student learning.<br/> <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> LDE campus webpage and online calendar will be maintained and updated in a timely manner communicating accurate campus information and events.<br/> <b>Strategy's Expected Result/Impact:</b> Increased communication between the home and school.</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

Staff Responsible for Monitoring: Principal, Assistant Principal



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**





**Problem Statement 2:** Communication between home and school is challenging. **Root Cause:** A large percentage of students are emergent bilingual because their primary home language is not English.

**Goal 8: Priority 3.2 Parent/Families & Community: Parent and Community Engagement**

**Performance Objective 1:** LDE will increase opportunities for parents/community to engage in ongoing education.

**Evaluation Data Sources:** School calendar of events, S'more newsletters

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> LDE will partner with the PTA by having 100% staff PTA membership and communicating campus education initiatives.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal, 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> LDE will host an LDE 101 Night to inform families about Title 1 and other grade level specific information.<br/> <b>Strategy's Expected Result/Impact:</b> Increased understanding of Title 1 Requirements. Increased parent/community engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b><br/>2.6, 4.1, 4.2<br/> <b>Problem Statements:</b> Demographics 1</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Each grade level will host an open house night and musical performance for families to attend.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> LDE will partner with Communities in Schools during the 2022-2023 school year.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 5 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 5:</b> WATCH D.O.G.S. program will be implemented during the 2022-2023 school year.<br><b>Strategy's Expected Result/Impact:</b> Increased male presence on campus, Increased parent engagement<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <b>Strategy 6:</b> LDE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.<br><b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement. Increased fire safety awareness for students<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <b>Strategy 7:</b> LDE will partner with the Rotary Club during the 2022-2023 school year.<br><b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement<br><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |





**Performance Objective 1 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> Students are beginning school with fewer early childhood foundational skills. <b>Root Cause:</b> LDE has a high number percentage of students that are economically disadvantaged. |
| <b>Problem Statement 2:</b> Communication between home and school is challenging. <b>Root Cause:</b> A large percentage of students are emergent bilingual because their primary home language is not English. |

**Goal 9:** Priority 4.1 Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 1:** LDE will ensure a fiscally responsible budget is followed.





**Evaluation Data Sources:** Adopted budget, Expenditure Report

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds<br><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 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 1:** LDE will increase responsiveness for all maintenance, facility, and custodial requests.





**Evaluation Data Sources:** School Dude reports

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests.<br><b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant 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 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 1:** LDE will increase the physical security of the campus during the 2022-2023 school year.





**Evaluation Data Sources:** Campus Door Log

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> LDE will have a School Resource Officer (SRO) available to monitor campus activities.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> LDE will have a secure front vestibule with a buzzer system for entry into the office.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Exterior door audits will be conducted weekly and logs will be maintained.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 2:** LDE will increase the security and safety practices of all faculty and staff.

**Evaluation Data Sources:** Training sign-in sheets, Presentations, Staff Calendar

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> LDE staff will receive annual training on Emergency Response Protocols.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Maintain a Behavioral Threat Assessment Team that is current on required trainings.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> LDE will train staff in Signs of Suicide and proper response protocols when evidence of mental health concerns are apparent.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <b>Strategy 4:</b> Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  | <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> |
|---------------|----------------------------------|----------------|------------|
| Kelcee Tellez | Title I Reading Paraprofessional |                |            |

# Corinth Elementary 2022-2023 Campus Improvement Plan



**Presenter:** Jessica Bovan

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NEEDS ASSESSMENT

## Demographics:

- 580 students enrolled
- Campus Attendance Rate: 94.76%
- Economically Disadvantaged: 42.6%
- Emergent Bilingual 8.4%
- At-Risk: 45.2%

## Student Learning:

- Received a B rating from TEA with an overall scaled score of 81.
- Variety of research-based data sources were used to monitor student progress and growth, including Fountas & Pinnell and NWEA MAP Growth.
- According to STAAR Assessments, NWEA MAP, and other campus assessments, reading is a strength.
- According to STAAR Assessments and NWEA MAP assessment data, math is an area of growth.



# NEEDS ASSESSMENT

## School Processes and Programs:

- Opportunities for staff to have a voice in decision-making were increased through the creation of a Guiding Coalition team, a PBIS team, and Team Leads
- Weekly staff newsletter
- Bimonthly family newsletter
- Master schedule that includes two 30 minute intervention times
- Leader in Me campus
- Extracurricular activities/ clubs for students



# STUDENT SUCCESS



STUDENT SUCCESS

- CE will ensure that 100% of students will meet the Academic Growth Target in both Reading and Mathematics on the STAAR Assessment.
- CE will ensure 100% of students are involved in clubs/extracurricular activities.
- CE will provide campus leadership opportunities for students.



# FACULTY & STAFF ENGAGEMENT



FACULTY & STAFF  
ENGAGEMENT

- CE will increase the percentage of staff retained for the 2022-2023 school year.
- CE will provide mentors to all new teachers.
- CE will continually celebrate staff throughout the year.



# PARENT & FAMILY/COMMUNITY SUPPORT



PARENT & FAMILY/  
COMMUNITY SUPPORT

- As a campus, Corinth Elementary will increase parent/ community communication during the 2022-2023 school year.
- CE will provide families opportunities to engage in their students' learning throughout the 2022- 2023 school year.



# EFFICIENT OPERATIONS



EFFICIENT OPERATIONS

- CE will ensure a fiscally responsible budget is followed.
- CE will increase the security and safety practices of all faculty and staff.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

**Lake Dallas Independent School District**  
**Corinth Elementary School**  
**2022-2023 Campus Improvement Plan**

# Mission Statement

In Lake Dallas ISD, we inspire, educate, & empower our students.

## Vision

Small School Atmosphere, Big School Opportunities

## Core Beliefs

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the Falcon Family.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Corinth Elementary 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 580 students. Corinth Elementary is an open-enrollment campus.

The most recent demographic data shows that Corinth Elementary has 42.6% of students that are economically disadvantaged. 10.4% of the students are serviced through special education. 4.2% of the student population is served through the Gifted and Talented program. 10.1% of the student population receives dyslexia services. 8.4% of the student population is Emergent Bilingual. 42.2% of the student population is At- Risk.

49.3% of the student population is White. 26.9% of the student population is Hispanic. 13.4% of the student population is African American. 6.4% of the student population is two or more races. 3.2% of the student population is Asian. 46.8% of the student population is female. 53.2% of the student population is male. The class size for grades Pre-k through 5th ranges from 16 to 23 students per class. The mobility rate during the year 2020-2021 was 14.4%. The attendance rate for the 2021- 2022 school year was 94.7%.

The most recent demographic data from 2020-2021 shows that Corinth Elementary has a total of 63 staff on campus. 6.7% of the teachers on the campus are beginning teachers, 39.9% of teachers have 1-5 years of experience, 8.9% of teachers have 6-10 years of experience, 29% of teachers have 11-20 years of experience, 13.4% of teachers have 21-30 years of experience, and 2.2% of teachers have more than 30 years of experience. 93.3% of the teachers at Corinth Elementary are female. 6.7% of the teachers are male.

There are 12.6 students per teacher.

CEIC stakeholders contribute to creating and implementing the Campus Improvement Plan.

The attendance rate for the 2021- 2022 school year was 94.7.

### Demographics Strengths

We have the staff needed to support special populations, such as Special Education, Gifted and Talented, ESL, and Dyslexia. All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.'

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** At the end of the 2021-2022 school year, the staff retention rate was 63.6%. **Root Cause:** Teachers do not feel supported, respected, or

adequately compensated financially.

# 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 NWEA MAP Growth 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 a Title I instructional assistant helped deliver these interventions. Corinth Elementary received a B rating from TEA.

## Student Learning Strengths

### STAAR Performance Grades 3-5:

Reading: STAAR scores indicate that reading is a strength for our campus. 56% of students in 4th grade scored 'Meets'. 54% of students in 5th grade scored 'Meets'. 30% of students in 4th grade scored 'Masters'. 30% of students in 5th grade scored 'Masters'.

African American students' reading target growth for academic achievement increased from 23% in 2021 to 52% in 2022.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On the Reading STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 2:** On the Reading STAAR, 52% of all students did not meet grade level expectations for academic achievement. **Root Cause:** Lack of exposure to online testing environment

**Problem Statement 3 (Prioritized):** On the Math STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 4:** On the Math STAAR, 68% of all students did not meet grade level standard for academic achievement. **Root Cause:** Lack of understanding of math student expectations (SEs)

**Problem Statement 5:** On Grade 5 Science STAAR, 27% of students met the passing standard. **Root Cause:** Teachers needed clarity on the instructional rigor of science requirements as well as a daily schedule that lent itself more to hands-on activities.

# School Processes & Programs

## School Processes & Programs Summary

For curriculum, teachers in grades K-5 uses Instructional Focus Documents provided by TEKS Resource System. Teachers in grades K-5 also have many resources to provide instruction to students in class, such as Stemsopes for Science and Math, Units of Study for Writing, and Social Studies Weekly for social studies. Our Pre-K teacher uses CLI to provide instruction in class. Fountas and Pinnell Reading resources were purchased for all grade levels. Leader in Me and Momentous resources have been provided for Pre-kindergarten through 2nd grade. Professional development is determined and provided based on the needs of the staff. This year, the focus on professional development will be on continuing to grow as a Professional Learning Community. By continuing to grow as a Professional Learning Community, teachers will collaborate to meet the needs of all students, and analyze data. decide on intervention and enrichment for students, and learn strategies and teaching techniques from each other. If other professional development is needed, based on walkthrough and observation data, it will be provided.

There are several leadership teams that help with decisions made on campus. The Campus Leadership Team consists of the principal, the assistant principal, the counselor, the RTI specialist, the ESL specialist, and the instructional coach. The guiding coalition and team leads consist of several staff members on the campus. These teams help make campus and team decisions about the PLC process. There is a PBIS team that consists of staff on campus. The PBIS team helps to make decisions about the implementation of PBIS.

To communicate with staff, the campus administration sends out a weekly staff newsletter. The newsletter contains upcoming events, deadlines, rewards and celebrations, and other important information. Communication is also sent out through email as needed.

A family newsletter is sent out to all families every two weeks. The family newsletter included upcoming events and other information that is important for parents to know. The newsletter also includes information specific to grade level teams, information, from CIS, information from our school counselor, and information from our campus reading specialists.

The campus has a master schedule that allows for an adequate amount of minutes per subject for each grade level. Support services pull students out of class to provide services and/or provide in-class inclusion support based on the students' IEPs and schedule of services.

Students have opportunities for extracurricular opportunities, such as choir, cooking club, art club, and rock and music club. During school, students have opportunities to participate in Leadership Clubs each Friday, Kindness Club, and Broadcast Club. Students also have leadership opportunities in the classroom, such as classroom jobs.

Each classroom has a 1:1 ratio between students and Chromebooks. Each classroom has a Cleartouch, and each teacher has a laptop provided by the district. The campus also has 10 iPads for student use.

## School Processes & Programs Strengths

There are several leadership teams with a diverse group of stakeholders that help with decisions made on campus.

Corinth Elementary has many opportunities for student leadership.

Each classroom has a 1:1 ratio between students and Chromebooks. Each classroom has a Cleartouch, and each teacher has a laptop provided by the district.

To communicate with staff, the campus administration sends out a weekly staff newsletter.

A family newsletter is sent out to all families every two weeks.

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

**Problem Statement 1:** Teachers are not adequately trained to use the academic resources provided. **Root Cause:** There has been an emphasize on other trainings or programs to present during teacher workdays. There have not been opportunities to receive training on resources.

# Perceptions

## Perceptions Summary

According to the MRA Survey, teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning. Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. Teachers feel like most students' families/caregivers engage as partners in their child's learning. The data from the survey also suggests that parents are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

During the 2022-2023 school year, feedback has been received from parents that they appreciate the family newsletter. They said that they are informative and keep the parents up-to-date with events and other important campus information.

## Perceptions Strengths

The most recent MRA data, collected in the 2021-2022 school year shows that the students at Corinth Elementary have a sense of school belonging. At Corinth Elementary, students believe that they are cared about and understood by the people in their school and feel a sense of belonging. Students also feel empowered. This means that students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers are not confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. **Root Cause:** Staff have been given an overload of resources without being properly trained to use.

# Priority Problem Statements

**Problem Statement 1:** At the end of the 2021-2022 school year, the staff retention rate was 63.6%.

**Root Cause 1:** Teachers do not feel supported, respected, or adequately compensated financially.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** On the Reading STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement.

**Root Cause 2:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** On the Math STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement.

**Root Cause 3:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 3 Areas:** Student Learning





# Goals

## Goal 1: Priority 1.1: Students: Student Academic Growth

**Performance Objective 1:** CE will ensure that 100% of students will meet the Academic Growth Target in both Reading and Mathematics on the STAAR Assessment.

**Evaluation Data Sources:** STAAR

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all CE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Implementation of campus initiatives and resources will be monitored with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity of best practices and campus initiatives will result in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> CE will monitor student progress in academic achievement with assessments throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b><br/>2.4</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>                             | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 4 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 4:</b> Using data, timely interventions will be provided to all students, including those that are identified as at-risk and/or required to have accelerated instruction to meet the requirements of HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> LDISD Classroom Expectations are clearly defined and utilized by teaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> CE will have a Reading Specialist provide targeted intervention and literacy support for students in grades K-3.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> CE will provide an RtI/MTSS Specialist on the campus for supporting with progress monitoring and student instructional support and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 8 Details   | Formative Reviews |            |            |
| <p><b>Strategy 8:</b> CE will provide "Take Flight" trained general education therapists and MTA-trained special education teachers to support students identified with dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| <p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>   |                   |            |            |

**Performance Objective 1 Problem Statements:**

## Student Learning





**Problem Statement 1:** On the Reading STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 3:** On the Math STAAR, there was limited growth in the percentage of Caucasian and Special Education students that met grade level standards, causing the campus to be identified for targeted support and improvement. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

**Goal 1:** Priority 1.1: Students: Student Academic Growth

**Performance Objective 2:** CE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2023.





**Evaluation Data Sources:** TELPAS

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> All CE staff will receive sheltered instruction training at the beginning of the school year.<br><b>Strategy's Expected Result/Impact:</b> Increased English language acquisition<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> CE will have an ESL Specialist provide targeted language acquisition support for students in grades K-5.<br><b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist   | 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: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 1:** CE will ensure 100% of students are involved in clubs/extracurricular activities.





**Evaluation Data Sources:** The number of students involved in clubs/ extracurricular activities.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> CE will offer a Friday schedule that provides club time to all students in kindergarten through grade five during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation in clubs, as not all students are able to participate when clubs are offered after school</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>   | 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: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** On the Leader in Me Measurable Results Assessment, CE will show increases in Culture in both Collective Efficacy (Supportive Staff Environment) and School Climate (Supportive Student Environment) from Spring of 2022 to Spring of 2023.





**Evaluation Data Sources:** Leader in Me Measurable Results Assessment (MRA)

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 4th and 5th-grade students, staff, and all parents to determine the level of campus culture and climate in the Spring of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be able to determine the level of campus culture and climate and how the data compares to the previous year's data. The result will be the ability to maintain or make changes as needed based on data. The result will be an increase in campus culture and climate..</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>                                | 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: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 3: CE will increase the student attendance rate to 97.0%.**





**Evaluation Data Sources:** ADA reports, SFE reports, STAAR reports

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Student attendance will be discussed weekly by the campus leadership team to monitor student attendance, track trends, and patterns, and to contact families regarding patterns of truancy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 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> Student attendance and tardies are monitored every month and incentives are implemented by class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance; decrease in daily tardies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue                |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 1: CE will provide campus leadership opportunities for students.**





**Evaluation Data Sources:** Walkthroughs  
Student interviews

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> School-wide leadership assemblies will be held throughout the school year. The assemblies will highlight student achievement and student leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>Title I:</b><br/>2.6</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | 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 3:** Priority 1.3: Students: Students are Responsible, Contributing Members of the Community

**Performance Objective 2:** CE will provide opportunities for students to grow in the area of self-regulation and self-discipline.





| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> The campus guidance counselor will provide counseling lessons to students in grades PreK-5.<br/> <b>Strategy's Expected Result/Impact:</b> Increased social and emotional coping skills<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I:</b><br/>                     2.6<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>              | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> Leader in Me will be implemented.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be able to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 3 Details   | Formative Reviews |     |     |
| <p><b>Strategy 3:</b> CE will implement PBIS.<br/> <b>Strategy's Expected Result/Impact:</b> Students will be able to respond appropriately to situations and self-regulate.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 4 Details   | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> At CE, classroom teachers will have circle time with their students a minimum of twice per week.<br/> <b>Strategy's Expected Result/Impact:</b> Build community within the classroom<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |

| Strategy 5 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 5:</b> Technology will be implemented into the Specials rotation to teach Digital Citizenship and Internet Safety.<br><b>Strategy's Expected Result/Impact:</b> Students will have an increased understanding of appropriate online behavior.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <b>Strategy 6:</b> CE will participate in district initiatives, such as Start with Hello Week, Red Ribbon Week, and Unity Day.<br><b>Strategy's Expected Result/Impact:</b> Increased student awareness<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1:** CE will actively recruit qualified and passionate individuals to serve students throughout the 2022-2023 school year to fill vacancies and to prepare for the 2023- 2024 school year.

**Evaluation Data Sources:** Staffing reports

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> CE will collaborate with UNT and TWU teaching preparation programs to provide opportunities for pre-service teachers to complete observations and student teaching on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit new teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>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> CE will partner with Lake Dallas High School's Ready Set Teach program to provide opportunities for future teachers to observe classroom teachers and work with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of "homegrown" teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue                           |                   |            |            |

**Goal 4:** Priority 2.1: Faculty and Staff: Recruitment and Retention





**Performance Objective 2:** CE will increase the percentage of staff retained for the 2022-2023 school year.

**Evaluation Data Sources:** Number of staff exiting at the end of the 2022-2023 school year

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 1:** The campus administration at CE will utilize classroom walkthrough and observation data to provide intentional, specific professional development.





**Evaluation Data Sources:** Walkthrough Data

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> CE administrators will conduct walkthroughs weekly.<br/> <b>Strategy's Expected Result/Impact:</b> Data collected on areas professional development is needed. Feedback given to teachers.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> CE administrators will conduct observations on all required professional staff within the 2022- 2023 school year.<br/> <b>Strategy's Expected Result/Impact:</b> Data collected on areas professional development is needed. Feedback given to teachers.</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>                | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 2:** CE will provide mentors to all new teachers.





**Evaluation Data Sources:** Number of new teachers

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> All teachers with less than 3 years of teaching experience, new to LDISD, or new to a grade level will receive mentoring and support from the campus Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p>        | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**





**Performance Objective 3:** CE will provide opportunities for current staff members to train other staff members in areas in which the staff exhibits knowledge.

**Evaluation Data Sources:** Let's Taco 'Bout It sign up

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Teachers at CE provide training in an area of expertise<br><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach   | 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:** Priority 2.2: Faculty and Staff: Professional Development

**Performance Objective 4:** CE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Teaching staff will receive PLC training at the beginning of the school year and throughout the school year.<br/> <b>Strategy's Expected Result/Impact:</b> Effective PLCs will result in increased collaboration and increased student achievement.<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Title I:</b><br/>                     2.5, 2.6<br/> <b>- ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p>      | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |                   |     |     |

**Goal 6:** Priority 2.3: Faculty and Staff: Engagement and Culture

**Performance Objective 1:** CE will continually celebrate staff throughout the year.

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Falcon First moments will be shared at the start of every staff meeting.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff moral<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <b>Problem Statements:</b> Demographics 1</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Roses will be given to staff with words of appreciation at the first staff meeting of each month.<br/> <b>Strategy's Expected Result/Impact:</b> Increased staff morale<br/> <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal, Instructional Coach</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <b>Problem Statements:</b> Demographics 1</p>    | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> The Teacher Rewards component of PBIS Rewards will be utilized with staff to recognize and celebrate staff on a regular basis.<br/> <b>Strategy's Expected Result/Impact:</b> Increased morale<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture<br/> <b>Problem Statements:</b> Demographics 1</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

**Performance Objective 1 Problem Statements:**





**Demographics**

**Problem Statement 1:** At the end of the 2021-2022 school year, the staff retention rate was 63.6%. **Root Cause:** Teachers do not feel supported, respected, or adequately compensated financially.

**Goal 7: Priority 3.1: Parent/Families & Community : Parent/Community Communication**





**Performance Objective 1:** As a campus, Corinth Elementary will increase parent/ community communication during the 2022-2023 school year.

**Evaluation Data Sources:** Blackboard messaging reports, Social media analytics, S'more newsletter analytics

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Bimonthly campus newsletters will be sent home to families via the Blackboard messaging system in email and in text. The campus newsletter will also be posted on the CE website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 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> All teachers will contact all families within the first two weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between the school and home</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> CE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events and to showcase student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>                                    | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> CE campus webpage and online calendar will be maintained and updated in a timely manner communicating accurate campus information and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between the home and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 8: Priority 3.2: Parent/Families & Community: Parent and Community Engagement**





**Performance Objective 1:** CE will provide families opportunities to engage in their student's learning throughout the 2022- 2023 school year.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Student-led conferences will be offered for families to attend in Fall 2022 and Spring 2023.<br/> <b>Strategy's Expected Result/Impact:</b> Increase parent involvement and understanding of students' learning<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b><br/>                     4.1, 4.2<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Each grade level will host an Open House.<br/> <b>Strategy's Expected Result/Impact:</b> Increase parent involvement and understanding of students' learning<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b><br/>                     4.2<br/> <b>- ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |                   |            |            |

**Goal 9:** Priority4.1: Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 1:** CE will ensure a fiscally responsible budget is followed.





**Evaluation Data Sources:** PEIMS report, Adopted budget

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds<br><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 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 1:** CE will make requests for all maintenance, facility, and custodial needs.





**Evaluation Data Sources:** School Dude

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests.<br/> <b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>  | 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 11: Priority 4.3: Efficient Operations: Safe Schools**

**Performance Objective 1:** CE will increase the security on campus and safety practices of all faculty and staff.

| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <b>Strategy 1:</b> CE will have a School Resource Officer (SRO) available to monitor campus activities.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <b>Strategy 2:</b> CE will have a secure front vestibule with a buzzer system for entry into the office.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <b>Strategy 3:</b> Exterior door audits will be conducted weekly and logs will be maintained.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <b>Strategy 4:</b> CE staff will receive annual training on Emergency Response Protocols.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <b>Strategy 5:</b> Maintain a Behavioral Threat Assessment Team that is current on required trainings.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal   | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 6 Details  | Formative Reviews |            |            |
| <b>Strategy 6:</b> Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

|   |  |   |   |
|---|--|---|---|
|   |  |   |   |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

# Campus Education Improvement Committee

| <b>Committee Role</b>      | <b>Name</b>           | <b>Position</b>     |
|----------------------------|-----------------------|---------------------|
| Administrator              | Jessica Bovan         | Principal           |
| Administrator              | Ashley Fay            | Assistant Principal |
| Non-classroom Professional | Bailey Skinner        | CIS                 |
| Classroom Teacher          | Mackenzie Boradstreet | Kinder              |
| Classroom Teacher          | Claudia Garza         | Pre-K               |
| Classroom Teacher          | Ashley Jandres        | 1st Grade           |
| Classroom Teacher          | Megan Winger          | 2nd Grade           |
| Classroom Teacher          | Alexandra Short       | 3rd Grade           |
| Classroom Teacher          | Donna Biondo          | 4th Grade           |
| Classroom Teacher          | Rebekah Wilson        | 5th Grade           |
| Paraprofessional           | Linda Grubbs          | SPED para           |
| Paraprofessional           | Justin Maxwell        | Specials            |
| Non-classroom Professional | Nicole Dranay         | SPED teacher        |
| Non-classroom Professional | Monica Gonzalez       | Counselor           |
| Non-classroom Professional | LaTonne Leftwich      | RTI Specialist      |
| Non-classroom Professional | India Morris          | Instructional Coach |
| Parent                     | Andie Renville        | Parent              |

# Shady Shores Elementary 2022-2023 Campus Improvement Plan



**Presenter:** Jennifer Bryant

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# NEEDS ASSESSMENT

## Demographics

- Student enrollment is approximately 590
- Economically disadvantaged 43.5%
- Emergent Bilingual 11.8%
- At-Risk 45.2%
- Campus attendance rate was 94.57%

## Student Learning

- Received a B rating from TEA with an overall scaled score of 86
- In the area of academic growth on STAAR, SSE earned a scaled score of 90
- According to STAAR and MAP Growth assessment data, math is an area of focus



# NEEDS ASSESSMENT

## School Processes & Programs

- Opportunities for staff to have a voice in decision-making were increased through the creation of a Guiding Coalition team, a PBIS team, and Team Leads
- All students are provided targeted instruction during two times (Falcon Time) that are built into the master schedule for grades K-5



# STUDENT SUCCESS



STUDENT SUCCESS

- SSE will increase STAAR performance by 10% in all tested grade levels in reading, math, and science.
- SSE will meet the math targets for all student groups on math STAAR 2023.



# STUDENT SUCCESS



STUDENT SUCCESS

- SSE will provide campus leadership opportunities for students.
- SSE will provide opportunities for students to utilize their leadership skills through service learning projects.



# FACULTY & STAFF ENGAGEMENT



FACULTY & STAFF  
ENGAGEMENT

- SSE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.
- SSE will routinely engage staff in ongoing conversations for continuous improvement.



# PARENT & FAMILY/COMMUNITY SUPPORT



PARENT & FAMILY/  
COMMUNITY SUPPORT

- SSE will increase opportunities for parent/community communication during the 2022-2023 school year.
- SSE will increase opportunities for parents/community to engage in ongoing education.



# EFFICIENT OPERATIONS



EFFICIENT OPERATIONS

- SSE will ensure a financially responsible budget is followed.
- SSE will increase the physical security of the campus during the 2022-2023 school year.





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

**Lake Dallas Independent School District**  
**Shady Shores Elementary School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

There were approximately 610 students enrolled at SSE at the end of the 2021-2022 school year. Enrollment is at 590 students during the first nine weeks of the 2022-2023 school year. The mobility rate has remained steady at around 9%. Economically Disadvantaged has stayed steady at 43.5%. The ELL population has remained steady at 11.8%. The special education population has remained steady between 17% and 18%. At-risk population is 45.2%. Student attendance was 94.57% for the 2021-2022 school year. 4.5% of the teachers are beginning teachers.

### Demographics Strengths

All staff, including teachers and paraprofessionals, have met the requirements for 'highly qualified.' 75% of teachers have 6 or more years of teaching experience. The teacher attrition rate was 6.8%.

### 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 NWEA MAP Growth 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 and received a B rating from TEA.

### **Student Learning Strengths**

#### **STAAR Performance Measures Grades 3-5**

**Reading:** In grades 3-5, STAAR results showed growth in both the meets and masters performance levels, for all demographics including but not limited to Hispanic students and economically disadvantaged students. 4th-grade reading performance surpassed the 2019 (pre-Covid) scores.

**Mathematics:** In grades 3-5, STAAR results showed overall growth, including growth specifically in Economically Disadvantaged student performance in all areas and all grade levels. 5th-grade students also exceeded the State average for math performance measures.

**Science:** In grade 5 STAAR performance measures grew in all areas, including Special Education, Economically Disadvantaged, and Emergent Bilingual. Students exceeded the State average in "approaches".

#### **Literacy K-5**

94% of Kindergarten students showed growth from MOY to EOY in Fountas and Pinnell.

98% or higher growth was demonstrated in 1st through 5th-grade students from BOY to EOY in Fountas and Pinnell.

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

**Problem Statement 1 (Prioritized):** Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures. **Root Cause:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 2 (Prioritized):** Mathematics: Limited growth for Special Education students, and performance standards are below the State averages. **Root Cause:** Significant gaps in foundational math skills.

**Problem Statement 3:** Reading K-5: 54% of students are reading below grade level. **Root Cause:** Students lack foundational literacy skills.

**Problem Statement 4:** Mathematics K-5: 34%-42% of students are performing below grade level on math performance measures in MAP (NWEA) assessments. **Root Cause:** Students lack foundational math skills, and teaching methods were breadth not depth based.

## **School Processes & Programs**

### **School Processes & Programs Summary**

The district and campus continued the use of the TEKS Resource System. Students in grades 1-5 are leveled in their reading using the Fountas and Pinnell system three times a year. Pre-kindergarten students are assessed using CLI three times a year. Kindergarten students are assessed at beginning of the year using the Kindergarten Entry Assessment and leveled in their reading using the Fountas and Pinnell system at middle of the year and end of the year. All students in grades K-5 take the NWEA MAP Growth assessment in reading and in math three times a year.

Students participate in student leadership clubs on Friday during the school day. Students have opportunities for school-wide leadership roles.

The master schedule was redesigned to lessen transitions and create protected instructional blocks of time.

Staff are involved in decision-making through Leader in Me action teams, CEIC, Funshine, and IMA.

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 2022-2023 school year.

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

Computer lab was added to the specials rotation for students to learn digital citizenship, technology applications TEKS, and typing skills.

Professional Learning Communities met weekly and were facilitated by the campus Instructional Coach and Principal.

Opportunities for staff to have a voice in decision-making were increased through the creation of a Guiding Coalition team, a PBIS team, and Team Leads.

Two tier times (Falcon Time) were included in the master schedule for grades K-5 to provide targeted instruction to students in reading and in math. Students showing mastery of the student expectation are provided extension during these times.

# Perceptions

## Perceptions Summary

K-2 students have higher rates of discipline data reflective of behavior challenges than students in grades 3-5. Students show that they feel empowered to offer help to others and seek help when they need it on campus.

## Perceptions Strengths

Leader in Me Measurable Results Assessment surveys students and staff for climate and culture data. Students reported positively in the areas of Student Leadership, Supportive Student Environment, and Supportive Teachers. Staff reported positively in all areas, with strengths specifically in the areas of Staff Voice, Collective Efficacy, School Goals, and Family and Community Partnerships.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student discipline in K-2 have higher rates of behavior challenges. **Root Cause:** Students need extra support with academic behavior foundations.

# Priority Problem Statements

**Problem Statement 1:** Reading: Limited growth in Special Education results and Emergent Bilingual student performance measures.

**Root Cause 1:** Need to increase targeted classroom and academic differentiation strategies.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Mathematics: Limited growth for Special Education students, and performance standards are below the State averages.

**Root Cause 2:** Significant gaps in foundational math skills.

**Problem Statement 2 Areas:** Student Learning





# Goals

**Goal 1:** Priority 1.1: Students: Student Academic Growth

**Performance Objective 1:** SSE will increase STAAR performance by 10% in all tested grade levels in reading, math, and science.

**Evaluation Data Sources:** STAAR 2023 reports





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Professional Learning Communities (PLC) teams will meet weekly to clarify the essential learning and build shared knowledge for each unit to create a guaranteed and viable curriculum for all SSE students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>             | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Each grade level PLC team will utilize Common Formative Assessments to routinely monitor students' mastery of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement in math</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> SSE teachers will create intervention and extension groups based on MAP Growth assessment data and Common Formative Assessment data to provide targeted instruction to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b><br/>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> SSE teachers will identify students as At-Risk based on criteria and will provide targeted instruction to students to ensure academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p>                      | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 5 Details  | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Students in grades 4 and 5 who did not meet expectations on STAAR will receive Accelerated Instruction during the school day or after school as required by HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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|  No Progress  Accomplished  Continue/Modify  Discontinue                              |                   |            |            |

**Goal 1:** Priority 1.1: Students: Student Academic Growth

**Performance Objective 2:** SSE will meet the math targets for all student groups on math STAAR 2023.





**Evaluation Data Sources:** TEA Closing the Gaps report

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> SSE teachers will create intervention and extension groups based on MAP Growth assessment data and Common Formative Assessment data to provide targeted math instruction to meet the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Number talk and problem of the day will be included in the math instructional block daily in grades K-5.</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> In our PLC coverage rotation, we will add a rotation specifically for reinforcing foundational math skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> In grades 1-5, teachers are including a fact fluency time within their instructional block.</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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| <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:** Priority 1.1: Students: Student Academic Growth

**Performance Objective 3:** SSE will ensure that 100% of Emergent Bilingual students make growth in their language proficiency as assessed on TELPAS 2023.





**Evaluation Data Sources:** TELPAS 2023 report

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> All SSE staff will receive professional development in sheltered instruction at the beginning of the year.<br><b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Emergent bilingual students will utilize K12 Summit twice a week for 20-30 minutes.<br><b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> SSE will have an ESL Specialist provide targeted language acquisition support during Falcon Time for students in grades K-5.<br><b>Strategy's Expected Result/Impact:</b> Increased student English language acquisition<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL Specialist<br><br><b>Title I:</b><br>2.4, 2.5                                | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 1:** SSE will increase the student attendance rate to 97.5% and the staff attendance rate to 90%.





**Evaluation Data Sources:** ADA reports, SFE reports, STAAR reports, MAP Growth, CLI

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Attendance meetings will be held monthly by the campus leadership team to monitor student attendance, track trends and patterns, and to contact families regarding patterns of truancy.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student attendance<br/> <b>Staff Responsible for Monitoring:</b> Principal and 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> Students will receive monthly and semester incentives for perfect attendance.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in student attendance rate<br/> <b>Staff Responsible for Monitoring:</b> Principal and 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> Staff attendance will be monitored every 9 week grading period, and incentives will be implemented to encourage staff attendance.<br/> <b>Strategy's Expected Result/Impact:</b> Increase in staff attendance<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 2: Priority 1.2: Students: Student Engagement and Culture**

**Performance Objective 2:** SSE will show increases in the areas of Student Goals and Trusting Relationships as measured by the Leader in Me Measurable Results Assessment.





**Evaluation Data Sources:** Leader in Me Measurable Results Assessment (MRA)

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Measurable Results Assessment (MRA) will be given to 3rd, 4th, and 5th grade students, all SSE staff, and all families to determine the level of student engagement and campus culture in the spring of 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> SSE will implement Wildly Important Goal (WIG) Wednesday during the Leadership Block to teach students how to set, track, and celebrate their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student understanding of goal setting</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators</p>          | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 1:** SSE will provide opportunities for students to grow in their social and emotional well being.





**Evaluation Data Sources:** MRA survey results, discipline data

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> The campus school counselor will provide guidance lessons to students in grades K-5.<br><b>Strategy's Expected Result/Impact:</b> Increased student social and emotional skills<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> The Leader in Me program will be implemented.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> SSE will implement PBIS school-wide.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 3: Priority 1.3: Students: Students are Responsible, Contributing Members of the Community**

**Performance Objective 2:** SSE will provide campus leadership opportunities for students.





**Evaluation Data Sources:** School-wide leadership role applications, MRA survey results

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> School-wide leadership assemblies will be held throughout the school year and will be student-led. The assemblies will highlight student achievement and student leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> SSE will create a Student Lighthouse Team made up of student leaders that will meet regularly throughout the school year with a focus on improving leadership, culture, and academics on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student voice in decision-making</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators</p>   | 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 3:** Priority 1.3: Students: Students are Responsible, Contributing Members of the Community

**Performance Objective 3:** SSE will provide opportunities for students to utilize their leadership skills through service learning projects.





**Evaluation Data Sources:** PLC coverage schedule and lesson plans

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> SSE students will have opportunities for service learning projects during the PLC coverage rotation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in service learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lighthouse Coordinators</p>  | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

**Goal 4: Priority 2.1: Faculty and Staff: Recruitment and Retention**

**Performance Objective 1:** SSE will actively recruit qualified and passionate individuals to serve students throughout the 2022-2023 school year to fill vacancies and prepare for the 2023-2024 school year.





**Evaluation Data Sources:** Staffing reports

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> SSE will partner with UNT and TWU's teaching preparation programs to provide opportunities for pre-service teachers to complete observations and student teaching on campus.<br/> <b>Strategy's Expected Result/Impact:</b> Recruit new teachers<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> SSE will partner with LDHS's Ready Set Teach program to provide opportunities for future teachers to observe classroom teachers and work with students.<br/> <b>Strategy's Expected Result/Impact:</b> Increase the number of "homegrown" teachers<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 1: SSE will provide support to teachers new to the profession.**





**Evaluation Data Sources:** Teacher attrition data

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> All teachers with less than 2 years of teaching experience will receive mentoring and support from the campus Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>   | 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: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 2:** SSE will ensure that 100% of the teaching staff receive professional development in the PLC model and 100% of the campus administrators, instructional coach, and team leads attend professional development in the PLC model by Solution Tree.





**Evaluation Data Sources:** PD sign in sheets, Presentations, Certificates from Solution Tree PD

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Teaching staff will receive professional development in the PLC model at the beginning of the school year and throughout the school year.<br/> <b>Strategy's Expected Result/Impact:</b> Increased understanding of effective PLCs<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>                                   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Campus administrators, instructional coach, and team leads will attend Solution Tree's Professional Learning Communities: At Work conference.<br/> <b>Strategy's Expected Result/Impact:</b> Increased understanding of effective PLCs<br/> <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p>                               | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 5: Priority 2.2: Faculty and Staff: Professional Development**

**Performance Objective 3:** SSE administrators will ensure professional growth of the teaching staff through the use of formal observations and classroom walkthroughs.





**Evaluation Data Sources:** Classroom walkthrough data, T-TESS observation data, and T-TESS goal setting evidence

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> SSE campus administrators will complete 10 classroom walkthroughs each week and utilize the data to provide individual feedback and coaching to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 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> SSE campus administrators will complete T-TESS formal observations and utilize the observation data to coach teachers on an area of refinement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher capacity and retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 1:** SSE will routinely engage staff in ongoing conversations for continuous improvement.





**Evaluation Data Sources:** Staff meeting agendas, Staff feedback, MRA survey results

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> The Campus Education Improvement Committee will meet throughout the year to review the campus improvement plan and evaluate progress toward campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff engagement and culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal and 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> SSE staff will complete the Organizational Health Survey in the Spring of 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback will be used to gauge the organizational health of the campus and work towards continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Campus administrators will provide opportunities during staff meetings for staff to collaborate in small groups and provide feedback with a focus on continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for staff voice</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>                        | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 6: Priority 2.3: Faculty and Staff: Engagement and Culture**

**Performance Objective 2:** SSE will celebrate staff on a continual basis throughout the year.





**Evaluation Data Sources:** MRA survey results, Staff calendar of events, Staff meeting agendas

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Falcon First moments will be shared at the start of every team meeting and staff meeting.<br><b>Strategy's Expected Result/Impact:</b> Increased staff morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| Strategy 2 Details   | Formative Reviews |     |     |
| <b>Strategy 2:</b> SSE staff will make Emotional Bank Account (EBA) deposits in the form of affirmations to staff members during the monthly staff meetings, and throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> Increased staff morale<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Lighthouse Coordinators   | 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 7: Priority 3.1 Parent/Families & Community: Parent/Community Communication**

**Performance Objective 1:** SSE will increase opportunities for parent/community communication during the 2022-2023 school year.

**Evaluation Data Sources:** Blackboard messaging reports, Social media analytics, S'more newsletter analytics





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> SSE will maintain a current webpage and online events calendar that communicates accurate campus information, as well as upcoming campus events.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community communication<br/> <b>Staff Responsible for Monitoring:</b> Principal and 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> SSE will create and share bi-monthly campus newsletters to families via the Blackboard messaging system (both in English and Spanish) by email and text.<br/> <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> All SSE homeroom teachers will contact families within the first two weeks of school.<br/> <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> SSE will utilize social media (Twitter and Facebook) to provide up-to-date communication, including campus events and showcase student learning.<br/> <b>Strategy's Expected Result/Impact:</b> Increased campus communication to families and community<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>                                       | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 8: Priority 3.2 Parent/Families & Community: Parent and Community Engagement**

**Performance Objective 1:** SSE will increase opportunities for parents/community to engage in ongoing education.

**Evaluation Data Sources:** School calendar of events, S'more newsletters





| Strategy 1 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 1:</b> SSE will partner with the PTA by having 100% staff PTA membership and communicating campus education initiatives.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 2 Details  | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> SSE will host a family night in the fall and spring semesters.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b><br/>4.2</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 3 Details  | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> SSE will host a Parent 101 night to inform families about Title I and other grade level specific information.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent engagement, Increased understanding of the Title I requirements<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 4 Details  | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Each grade level will host an open house night and musical performance for families to attend.<br/> <b>Strategy's Expected Result/Impact:</b> Increased parent/community engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b><br/>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> The WATCH D.O.G.S. program will be implemented during the 2022-2023 school year.<br/> <b>Strategy's Expected Result/Impact:</b> Increased male presence on campus, Increased parent engagement<br/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |

| Strategy 6 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 6:</b> SSE will partner with the Lake Cities Fire Department during the month of October for Fire Prevention/Safety Month.<br><b>Strategy's Expected Result/Impact:</b> Increased community engagement, Increased fire safety awareness for students<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <b>Strategy 7:</b> SSE will partner with the Rotary Club during the 2022-2023 school year.<br><b>Strategy's Expected Result/Impact:</b> Increased community engagement<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 9:** Priority 4.1 Efficient Operations: Ensure Strong Financial Stewardship

**Performance Objective 1:** SSE will ensure a financially responsible budget is followed.





**Evaluation Data Sources:** Adopted budget, Expenditure Report

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Develop campus budget and monitor expenditures throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> To ensure efficient and effective use of funds<br><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 10:** Priority 4.2: Efficient Operations: Well Maintained Facilities

**Performance Objective 1:** SSE will increase responsiveness for all maintenance, facility, and custodial requests.





**Evaluation Data Sources:** School Dude reports

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <b>Strategy 1:</b> Staff will utilize School Dude for all maintenance, facility, and custodial requests.<br><b>Strategy's Expected Result/Impact:</b> Efficient response times and increased responsiveness<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant 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 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 1:** SSE will increase the physical security of the campus during the 2022-2023 school year.





**Evaluation Data Sources:** Expenditure report, Campus Door Log

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> SSE will have a secure front vestibule with a buzzer system for entry into the office.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Exterior door audits will be conducted weekly and logs will be maintained.<br><b>Strategy's Expected Result/Impact:</b> Increased campus security<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue |                   |            |            |

**Goal 11:** Priority 4.3 Efficient Operations: Safe Schools

**Performance Objective 2:** SSE will increase the security and safety practices of all faculty and staff.

**Evaluation Data Sources:** Training sign-in sheets, Presentations, Staff calendar

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <b>Strategy 1:</b> All staff will receive annual training on the Emergency Response Protocols.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <b>Strategy 2:</b> Maintain a Behavioral Threat Assessment Team that is current on required trainings.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <b>Strategy 3:</b> Maintain a safety response team to address safety concerns in response to the anonymous reporting system, Say Something.<br><b>Strategy's Expected Result/Impact:</b> Increased understanding of safety and security protocols<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor  | <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> |
|-----------------|--------------------------|----------------|------------|
| Kelsey Gonzalez | Title I Paraprofessional |                |            |

# FM(LOCAL) PROPOSED REVISION



**Presenter:** Dr. Shorr Heathcote

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# LEGAL & LOCAL POLICY

- Legal Policy
  - State law
- Local Policy
  - LDISD Board of Trustees Reviews and Adopts changes to Local Policy



# FM (LOCAL) PROPOSED REVISION

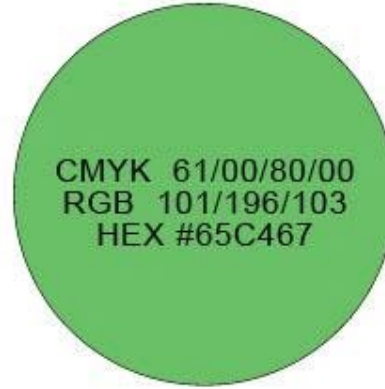
- Establishes LDISD
  - Official Symbols
  - Official Colors
  - District Mascot
  - LDHS School Song
  - LDHS Fight Song
- Grandfathers all existing uniforms & purchases





CMYK 80/07/100/01  
RGB 38/166/74  
HEX #26A64A

LDISD Green



CMYK 61/00/80/00  
RGB 101/196/103  
HEX #65C467

Secondary Green



CMYK 14/10/11/00  
RGB 217/217/217  
HEX #ABABAB

Grey



CMYK 75/68/67/90  
RGB 0/0/0  
HEX #000000

Black



CMYK 00/00/00/00  
RGB 255/255/255  
HEX #FFFFFF

White



BRAND LOGOS

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*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

**PROPOSED REVISIONS-Part of Summary**

|                         |   |
|-------------------------|---|
| <b>Official Symbols</b> | The official symbols of the District shall be established by the Board. All District purchases that include District symbols that are defined by this policy and administrative regulations shall be preapproved by the Superintendent or designee prior to purchase. In addition, administrative regulations shall include when exceptions may be made to this policy. All existing items shall be grandfathered until the item is replaced under this policy. |
| <b>Colors</b>           | The District colors shall be kelly green and white; however, black and/or gray may be used as accent colors.  |
| <b>Mascot</b>           | The District mascot shall be the falcon.  |
| <b>High School Song</b> | The high school song shall be:<br>Hail, Lake Dallas High School<br>Hats off to you.<br>May you ever find us<br>Loyal and True.<br>Glory to the Green and White.<br>We'll ever be true.<br>Here's to the school we love,<br>Here's a toast to you.   |
| <b>Fight Song</b>       | The high school fight song shall be:<br>Oh, when those brave old<br>FALCONS fall in line,<br>We're gonna win<br>This game another time,<br>And for the dear old school<br>We love so well,<br>We're gonna stand right up<br>And YELL and YELL and YELL!<br>We're gonna<br>FIGHT, FIGHT, FIGHT   |

**For every score,  
And then we'll circle round  
And score some more!  
We're gonna roll those  
(opponents)  
In the ground, all around,...  
FIGHT, FIGHT, FIGHT!  
YEA, GREEN! YEA, WHITE!  
YEA, FALCONS!  
FIGHT!, FIGHT! FIGHT!**

**Extracurricular  
Activity Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.

**Exempt Courses**

In addition to the courses defined as honors courses at FM(LEGAL), the District identifies Pre-AP courses as honors courses for the purpose of eligibility in extracurricular activities.

**Use of District  
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

# Texas Association of School Boards (TASB) Policy Review



**Presenter:** Dr. Shorr Heathcote

**Event:** October 2022 Board Meeting

**Date:** October 17, 2022

# LEGAL & LOCAL POLICY

- Legal Policy
  - State law
- Local Policy
  - LDISD Board of Trustees Reviews and Adopts changes to Local Policy



# POLICY REVIEW

- Comprehensive review of the district's local policies
- Thorough review and audit of current policies
- Recommended every 5-7 years
- Ensure practice is aligned with policy



# TIMELINE

- Summer 2022: Review of current practices
- September 2022: Full day audit of local policies
- September - October 2022: Reviewing recommendations and reviewing practices
- November 2022: Information Only
- December 2022: Recommend adopting recommended revisions





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*

# Strategic Plan- Faculty & Staff Engagement



**Presenter:** Karla Landrum

**Event:** Regular Board Meeting

**Date:** October 17, 2022

# STRATEGIC PLAN PROCESS

- Strategic Plan Involvement & Feedback
  - Spring 2022
  - Community Committee
  - Senior Leadership
  - Campus Listening & Learning Tour
  - Community/Stakeholder Survey
  - Over 2,000 responses



# BALANCED SCORECARD

- Belief Statements
  - 8 belief statements
  - Students, Parents/Families, Faculty/Staff, Campus Leadership, District Leadership, & the School Board
- Mission, Vision & Slogan
  - Created a new mission statement
    - In Lake Dallas ISD, we inspire, educate, & empower our students.
  - Reaffirmed the Vision & Slogan
    - Small School Atmosphere, Big School Opportunities
    - Falcons First
- 4 Priorities
  - Student Success, Faculty & Staff Engagement, Parent & Family/Community Support, & Efficient Operations
- Objectives
  - Objectives were established for each of the 4 priorities



# STRATEGIC PLAN BOARD UPDATES

| <b>Strategic Plan Board Updates</b> | <b>Presentation Priorities &amp; Objectives</b> |
|-------------------------------------|---|
| <b>September 2022</b>               | Student Success                                 |
| <b>October 2022</b>                 | Faculty & Staff Engagement                      |
| <b>November 2022</b>                | Parent & Family/Community Support               |
| <b>December 2022</b>                | Efficient Operations                            |
| <b>January 2023</b>                 | Student Success                                 |
| <b>February 2023</b>                | Faculty & Staff Engagement                      |
| <b>March 2023</b>                   | Parent & Family/Community Support               |
| <b>April 2023</b>                   | Efficient Operations                            |





# Strategic

# PLAN BALANCED SCORECARD

WE BELIEVE

- **Students** are growth-minded leaders who are active and respected members of the Falcon Family.
- **Parents and families** are involved and engaged members of the Falcon Family through collaborative two-way communication.
- **Faculty and staff** value collaboration and communication to develop lifelong Falcon Learners.
- **Campus leaders and principals** develop campus and faculty staff through professional development and consistent two-way communication to prepare our Falcons for the future.
- **The Superintendent and central office** motivate and develop faculty and staff to meet the academic needs of all Falcons.
- **The School Board** is a unified team of 8 that functions as a fiscally responsible team that is involved and transparent in their support of the



## STUDENT SUCCESS

- 1.1** Yearly Student Academic Growth  
**1.2** Student Engagement & Culture  
**1.3** Students are Responsible, Contributing Community Members



## FACULTY & STAFF ENGAGEMENT

- 2.1** Faculty/Staff Recruitment & Retention  
**2.2** Faculty/Staff Professional Development  
**2.3** Faculty/Staff Engagement & Culture



## PARENT & FAMILY/ COMMUNITY SUPPORT

- 3.1** Parent & Family/Community Communication  
**3.2** Parent & Family/Community Engagement



## EFFICIENT OPERATIONS

- 4.1** Ensure Strong Financial Stewardship  
**4.2** Well-Maintained Facilities  
**4.3** Safe School Environment

PRIORITIES

OBJECTIVES

#FalconsFirst

**Vision:** *Small School Atmosphere, Big School Opportunities*

**Mission:** *In Lake Dallas ISD, we inspire, educate, & empower our students.*

# 2.1 Faculty/Staff Recruitment & Retention

EDUCATION

## Texas lost a record-setting amount of teachers last year

Gov. Greg Abbott directed the Texas Education Agency to create a task force to look into the teacher shortage, but the group hasn't made any recommendations.

Author: Michelle Choi  
Published: 7:24 AM CDT August 22, 2022  
Updated: 7:24 AM CDT August 22, 2022

TEXAS, USA — Last year, Texas classrooms lost almost 43,000 teachers for retirements.

[Governor Greg Abbott](#) directed the [Texas Education Agency](#) to create a task force to look into the [teacher shortage](#), but the group hasn't yet to make any recommendations.

## It's not just COVID-19: Why Texas faces a teacher shortage

Texas schools have long had too few teachers. The pandemic made the situation worse — but issues like low pay, poor working conditions and statewide politics all have contributed to the problem.

BY BRIAN LOPEZ JULY 25, 2022

KERA NEWS


## Texas' teacher shortage likely to be a major theme during the upcoming legislative session

Alexandra Hart | KERA News

September 23, 2022


## 10 States With Massive Teacher Shortages (August 2022)

August 8, 2022 by Sarah Harris



## Teacher Vacancy Task Force


From urban and suburban school systems with large student populations to those districts serving rural communities, public school systems across Texas are faced with growing staffing challenges that have been exacerbated by both population growth and the wide-ranging disruptions of a two-year-long pandemic. The Teacher Vacancy Task Force is working to find teacher-shaped solutions to these challenges - blending a variety of perspectives and experiences from current classroom teachers and school administrators - into thoughtful policy recommendations and an innovative way forward that firmly supports the needs of our teachers.



NEWS > EDUCATION

## A Dallas principal lost a fifth of her teachers. Can she hire enough by the first day?

A teacher shortage, stress and politics have many Dallas-area districts scrambling for educators

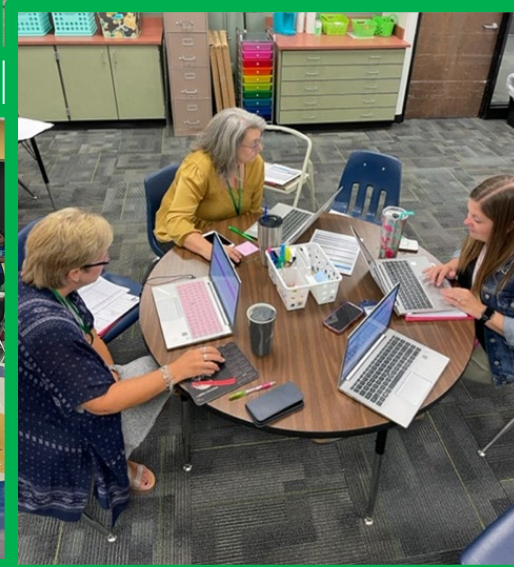


# ACTIONS TO ENSURE CONTINUED PROGRESS

- Prepare competitive compensation package for board review
  - Consideration of annual raises and district contribution
  - Review and maintain competitive stipend schedule
  - TASB salary and stipend surveys
- Recruit
  - University job fairs
  - Region XI application consortium
  - Multiple job posting sites
- Retain
  - Mentor Program
  - Exit and Stay Interviews



# 2.2 Faculty/Staff Professional Development



# ACTIONS TO ENSURE CONTINUED PROGRESS

- Build Leadership Capacity
  - Principal/Assistant Principal Development
  - Support for staff seeking educational advancement
- Provide high quality professional development
  - Professional Learning Community (PLC) training
  - Annual staff development plan



# 2.3 Faculty/Staff Engagement & Culture



# ACTIONS TO ENSURE CONTINUED PROGRESS

- Provide opportunities for engagement
  - Lunch & Learn
  - Falcon First Moments
  - District Educational Improvement Committee
  - Organizational Health Inventory
- Celebrate staff
  - District-wide staff events
  - Teachers of the Year
  - Green certified designation
  - Cake Day
  - Community recognition



# NEXT STEPS

| <b>Strategic Plan Board Updates</b> | <b>Presentation Priorities &amp; Objectives</b> |
|-------------------------------------|---|
| <b>September 2022</b>               | Student Success                                 |
| <b>October 2022</b>                 | Faculty & Staff Engagement                      |
| <b>November 2022</b>                | Parent & Family/Community Support               |
| <b>December 2022</b>                | Efficient Operations                            |
| <b>January 2023</b>                 | Student Success                                 |
| <b>February 2023</b>                | Faculty & Staff Engagement                      |
| <b>March 2023</b>                   | Parent & Family/Community Support               |
| <b>April 2023</b>                   | Efficient Operations                            |





*Any Questions?*



**LAKE DALLAS**  
*Independent School District*



# UPCOMING EVENTS

Lake Dallas Independent School District

| EVENT                             | DATE          | TIME     | LOCATION              |
|-----------------------------------|---------------|----------|-----------------------|
| National School Bus Safety Week   | 17-21         |          | All Campuses          |
| Volleyball vs. Colleyville        | 18            | 6:30 PM  | LDHS Gym              |
| Unity Day (Orange Out)            | 19            |          | All Campuses          |
| Golf (F) @ Argyle Invitational    | 21            | 8:00 AM  | Robson Ranch GC       |
| Volleyball @ Denton High          | 21            | 6:30 PM  | Denton High           |
| Football vs. Frisco Emerson       | 21            | 7:00 PM  | Falcon Stadium        |
| Falcon Band Area Marching Contest | 22            | TBD      | Little Elm ISD        |
| Red Ribbon Week                   | 24-28         |          | All Campuses          |
| SSE 3rd Open House & Program      | 25            | 6:00 PM  | SSE                   |
| Volleyball @ Birdville            | 25            | 6:30 PM  | Birdville High School |
| Football @ Frisco Independence    | 27            | 7:00 PM  | Frisco ISD Stadium    |
| "The Great High School Whodunit"  | 27-29         | 7:00 PM  | LDHS                  |
| Golf (M) @ Cleburne Fall Classic  | 28            | 8:00 AM  | Cleburne Golf Links   |
| Football vs. Denton               | <b>Nov. 4</b> | 7:00 PM  | Falcon Stadium        |
| Basketball (M) vs. Waco/WF Rider  | 5             | 10:00 AM | LDHS Gym              |
| National School Psychology Week   | 7-11          |          | All Campuses          |
| Daylight Savings Time Ends        | 7             |          | All Campuses          |
| National STEM/STEAM Day           | 8             |          | All Campuses          |
| Basketball (M) @ Wakeland         | 8             | 5:00 PM  | TBD                   |
| LDE 4th Program & Open House      | 8             | 6:30 PM  | LDE                   |
| Veteran's Day                     | 11            |          | All Campuses          |
| Basketball (M) vs. Woodrow Wilson | 11            | 3:30 PM  | LDHS Gym              |
| Basketball (M) vs. Naaman Forest  | 12            | TBD      | LDHS Gym              |
| Thanksgiving Break                | 21-25         |          | All Campuses          |